

# Point of View

By George R. LaNoue

**E**DUCATION SECRETARY Lamar Alexander has promised to issue final administrative rules later this year concerning scholarships restricted to members of minority groups. But the U.S. Court of Appeals for the Fourth Circuit may already have established the definitive legal guidelines on such aid in a decision in February that called into question black-only scholarships at the University of Maryland at College Park.

The court's ruling in the Maryland case, known as *Podbersky v. Kirwan*, and the Supreme Court precedent that it followed, *City of Richmond v. Croson*, need to be more closely examined by higher-education leaders. At stake is not only the use of racial classifications in scholarship awards, but also use of such classifications in any other area by public institutions, including admissions and employment.

To understand the Fourth Circuit's recent decision, some background is needed on the 1989 *Croson* ruling, now considered perhaps the most important civil-rights opinion of the 1980's. The *Croson* case arose when the J.A. Croson Company was denied a contract to install urinals at the lowest bid—because it could not subcontract 30 percent of the work to a minority-run business as local law required. Such requirements were common at all levels of government, but the Supreme Court ruled 6 to 3 that any use of a racial classification by a state or local government was subject to the "strict scrutiny" test. That test could be met only if:

- The racial classification was necessary to remedy the continuing effects of discrimination identified in a specific activity, in this case discrimination against minority contractors in the Richmond construction industry.

- The remedy was narrowly tailored to cover only the industries where minority groups were found to have been discriminated against and was used only for the time period necessary to compensate for the bias.
- Race-neutral means would not suffice to remedy the discrimination.

The Court noted that without such rules it was impossible to tell whether minority-business programs were legitimate requirements imposed when other remedies failed or whether they were instead responses to local racial politics or other illegitimate factors. Richmond's program failed all three criteria and was held to violate the 14th Amendment's equal-protection clause. Since the *Croson* ruling, minority-business programs across the country have been discontinued, redesigned, or subjected to litigation. The *Croson* principles also are being applied to a variety of other local programs where racial classifications have been used. *Podbersky* is the first major lawsuit in which they have been invoked against a higher-education practice.

The *Podbersky* case originated at the University of Maryland at College Park, the flagship campus of the Maryland system. Although Maryland was not a part of the Confederacy during the Civil War, like other border states it emulated the Southern segregated pattern of higher education. Maryland did not begin to desegregate until after the Brown decision in 1954 and still supports four historically black public colleges, more than any other state. The College Park campus, however, has aggressively sought to integrate its student body, faculty, and staff and has achieved considerable success. Among the programs it has used are the Banneker scholarships (named after an 18th-century black scientist), which provide awards worth about \$33,000 over four years to talented African Americans.

In 1989, Daniel Podbersky, who is of Hispanic origin, was admitted to College Park with grades and test scores that would have made him a strong candidate for one of the Banneker scholarships had he been black. Banned from that competition, he sued the university. The federal district court that originally heard Mr. Podbersky's case acknowledged that the Banneker scholarships should be subject to the strict-scrutiny test. It also accepted the university's statement that it

had not discriminated against blacks for many years and that it had more than exceeded the admissions goals for black students that the Office for Civil Rights had set for the campus. Nevertheless, the judge declared it was "premature to find that there are no present effects of past discrimination" on the College Park campus and that it would be "prudent to keep the scholarships in place at least until the OCR concluded its investigation" of the campus's compliance with civil-rights requirements.

When the case was appealed, however, the Fourth Circuit disagreed unanimously with the district court's reasoning and admonished the trial judge to put the burden of proof where strict scrutiny demands that it be

## Race-Based Policies: a Court's Guidelines

placed—on the state university that created the racial classification. The Fourth Circuit ordered the case returned to the district court to decide whether, on the basis of the *Croson* rules, there was enough evidence to sustain the racially restricted scholarships. Maryland, however, has asked the full Fourth Circuit to review the three-judge panel's decision.

If it is eventually upheld, the *Podbersky* decision will place academic institutions in much the same position that the *Croson* ruling put jurisdictions with minority-business programs in—having to prove that even narrowly tailored racial classifications are needed to deal with the continuing effects of prior, documented discrimination. Governments have approached this unenviable task by commissioning massive studies attempting to document discrimination in their contracting practices and justifying their existing programs. An Atlanta study, for example, is 1,034 pages long and cost \$534,000. In one tally done a year ago, 29 jurisdictions had completed studies at a cost of \$5,491,162, while an additional 37 studies had been commissioned that were expected to cost \$7,029,929.

In trying to meet the *Croson* test, academic institutions will face some problems that jurisdictions trying to protect minority-business programs have not had. First, campuses are more vulnerable to lawsuits, because large numbers of rejected applicants for admissions and scholarships will have standing to sue, while courts have restricted challenges to minority-business

programs to low bidders who were rejected because of racial classifications.

Second, jurisdictions with minority-business programs are using the large studies as a sort of insurance policy to continue their programs. The studies, which are based on historical, anecdotal, and statistical data, are a rich mixture of social science, pseudoscience, and racial politics. Few politicians have the time, skills, or incentives to analyze a 1,000-page report to determine whether the evidence was scientifically gathered and whether the conclusions are logical. Consequently, most of the minority-business studies contain exaggerated conclusions about discrimination that do not meet the scholarly standards that campus audiences presumably would demand of their studies.

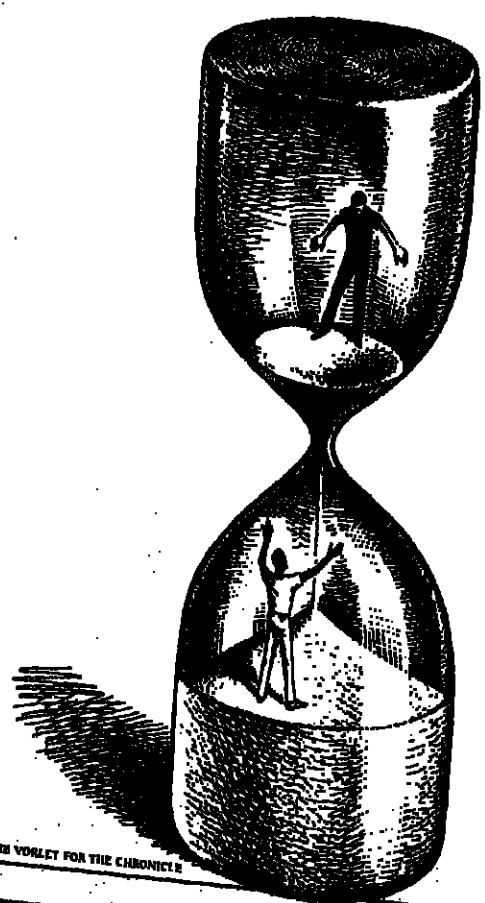
Third, campuses face a different sort of political and public-relations problem. Local governments have had to struggle to "prove" continuing discrimination without actually naming the guilty public officials or corporations, which could cause other political and legal problems. Campuses will face the same dilemma about naming names but, in addition, if they wish to maintain their hard-earned image of genuine openness to minority students, faculty members, and staff members, they cannot paint too bleak a picture of continuing campus bias. Paradoxically, the very evidence used to persuade a court that racial scholarships need to be preserved might persuade a prospective minority student to avoid the campus.

**F**INALLY, *Croson* requires separate evidence of discrimination for each group that benefits from a racial classification. Campuses will discover that studies of this subject will be intensely political and that the evidence may not always justify the previous selection of particular minority groups. The State of Ohio, in a friend-of-the-court brief that it filed in the *Podbersky* case, urged that the Maryland scholarship program be upheld in the interest of diversity. But the Fourth Circuit replied by quoting the Supreme Court's decision in *Regents of the University of California v. Bakke* to the effect that a scholarship program based exclusively on racial and ethnic origins was too narrow to serve "genuine diversity." That citation suggests that campuses should take more account of intellectual and skill-related diversity and focus less on immutable characteristics such as race, ethnicity, and sex. Because there was no follow-up litigation to clarify the implications of the *Bakke* ruling, considerable ambiguity about the use of racial classifications remained in higher education. The *Croson* standards, however, are firmer and more far-reaching.

When *Croson* was decided, Charles F. Abernathy, a Georgetown University law professor who specializes in civil rights, remarked: "Any city would be crazy not to review its affirmative-action programs after this case. The decision is not an insurmountable burden, but [local governments] will have to look at the background of their own rules."

The *Croson* ruling held that the use of racial classifications by state and local governments for purposes other than remedying identified discrimination violates the 14th Amendment, which guarantees each citizen equal protection of the laws. Other motivations for using racial classifications, such as achieving proportional representation of ethnic and racial groups in admissions or employment, creating role models, or responding to the political demands of local constituencies are vulnerable to legal challenge. Strict scrutiny places the burden of proof on the institution that established the racial classification, and rationalizations made after the fact are always difficult. The *Podbersky* case thus strongly suggests that it would be prudent and timely for campuses to reexamine their race-related policies in the light of *Croson*.

George R. LaNoue is director of the Policy Sciences Graduate Program at the University of Maryland-Baltimore County and co-author of *Academics in Court*, University of Michigan Press, 1989.



# THE CHRONICLE

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## Quote, Unquote

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"These numbers are really extraordinary. I think it's a lousy way to do business."

An association president, on earmarks for scientific projects: A1

"It's not as if people aren't being employed. It's not as if science isn't being done. It's not as if the science that's being done is garbage."

Director of the National Center for Physical Acoustics, on earmarks: A1

"Has my participation in Vodou colored the way in which I present the religion?"

A professor of sociology: A56

"They seem to think it's just a blip on the graph, and that somehow we'll get back to where we were. But administrators say, 'Not so; the times have changed.'"

A college analyst, on the movement to measure faculty workload: A1

"Until U. S. policy experts learn to take a more imaginative view of the potential coalitions that could be formed to support various proposals, it is hard to believe that we will see politically creative social-policy making in Washington."

A sociology professor: B1

"Suddenly, all the work I'd been doing in the corners of my life is my life."

A "lost generation" scholar who has landed a full-time academic job: A15

"If schools had special programs for male scientists, or if they designated two-thirds of their academic scholarships for men, we would be outraged. We should have similar outrage with respect to sports."

Rep. Cardiss Collins, at a hearing on gender-equity in college sports: A43

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## Congress Earmarked a Record \$684-Million for Non-Competitive Projects on Campuses

By COLLEEN CORDES and JACK GOODMAN

WASHINGTON

Congress set aside at least \$684-million in earmarks for projects involving specific colleges and universities in the 1992 fiscal year—making this year by far the most lucrative one on record for what critics deride as "pork-barrel science."

The total is nearly 39 per cent more than last year's total of \$493-million, according to analyses of both years by *The Chronicle*.

Earmarked awards are those that were not made on the basis of competitive reviews of their merits by the agencies that are under Congressional orders to finance them.

A list of the college projects begins on Page A31.

### Some Experts Are Shocked

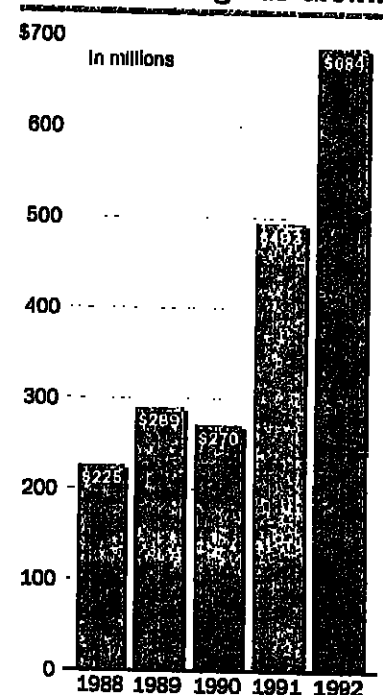
In the years since 1988—a period in which Congress and the Administration have been struggling to restrain the federal deficit—the amount of money involved has more than tripled.

Some science-policy experts express shock over the increase.

"These numbers are really extraordinary," says Robert M. Rosenzweig, president of the Association of American Universities and one of the most vocal opponents of such earmarks. "I think it's a lousy way to do business."

Others say the scope of the practice—and the link between many of the projects and economic development—reflects a se-

### How Earmarking Has Grown



SOURCE: Chronicle reporting

vere financial squeeze on higher education and Congressional concerns about the faltering economy.

"The more intense the earmarking, the greater the signal" that universities are under stress, says Michael M. Crow, associate vice-provost for science at Columbia University. Mr. Crow is renowned for his success in helping his former employer,

lowa State University, win money directly from Congress.

Mr. Crow says earmarks are inevitable in the absence of an adequate federal technology policy or of any sizable competitive program to renovate research facilities. At the same time, he says, state officials want their colleges to find ways to improve the local economy.

"States look upon themselves almost as countries now," Mr. Crow adds. "They want their state university to be almost a national university, and they turn to Washington for help."

### Criticism by Bush

The growth in earmarks is particularly dramatic compared with increases in federal support for science programs that are based on merit reviews.

For example, spending on National Science Foundation programs increased by about 16 per cent, and the National Institutes of Health—which finances more university research than any other federal agency—saw its budget increase by about 8 per cent this year. And although the NSF's budget for facilities and equipment increased by 65 per cent this year, that brought the total to only \$33-million.

President Bush sharply criticized the practice of earmarking in a speech last month and pledged to push Congress to curb the practice and revoke some of the earmarks in this year's budget. But as of last week, it was unclear whether lawmakers would comply. Many are expected

Continued on Page A26

### MORE TIME IN THE CLASSROOM

## Colleges Face New Pressure to Increase Faculty Productivity

By ROBERT L. JACOBSON

Higher education is under mounting pressure to monitor—and increase—the time that professors spend in the classroom.

Agencies in at least a dozen states are seeking information about the academic "work week," including the number of "contact hours" that faculty members spend with students. The inquiries could lead to one of the decade's toughest challenges for colleges and universities.

Says Stephen M. Jordan, deputy executive director for finance and planning at the Arizona Board of Regents: "There are perceptions out there that the faculty doesn't teach enough, that the faculty spends too much time doing research, that the faculty is overpaid."

The situation is making some academic leaders nervous. At one state university that has been quietly trying to decide how to respond, a top admin-

istrator observes: "This is so delicate. It's a really intricate dance of getting people to do things that aren't necessarily in their immediate self-interest."

Even so, administrators at many public and private institutions, sensing an issue whose time has come, are pushing for discussions on their campuses of how to improve faculty productivity.

### An Uphill Struggle

The administrators believe that more full-time faculty members should devote more time and effort to undergraduate instruction. The concern extends beyond attempts at some institutions to give teaching a greater role in tenure and promotion decisions, and goes directly to the question of how many classes professors should teach in exchange for their paychecks.

Campus officials say they face an uphill struggle because of the entrenched power of the faculty in academic affairs,

and because of disciplinary organizations that heavily influence the curriculum and continue to promote scholarship over teaching as the principal route to academic advancement.

Even as they try to engage the faculty on possible changes, many administrators are collecting statistics that might help their institutions better explain what professors do, how those activities vary among disciplines and institutions, and why politicians and the public should be more interested in instructional quality and educational outcomes, rather than simply in a numerical measure of teaching time.

Some institutions, acknowledging that their emphasis on undergraduate instruction may have declined too much, also have begun taking steps to increase the teaching loads of full-time faculty members.

Questions about the adequacy of

Continued on Page A16

## PRINCIPLES of SOUND RETIREMENT INVESTING



### WHY YOU SHOULD START PLANNING FOR RETIREMENT WITH YOUR EYES CLOSED.

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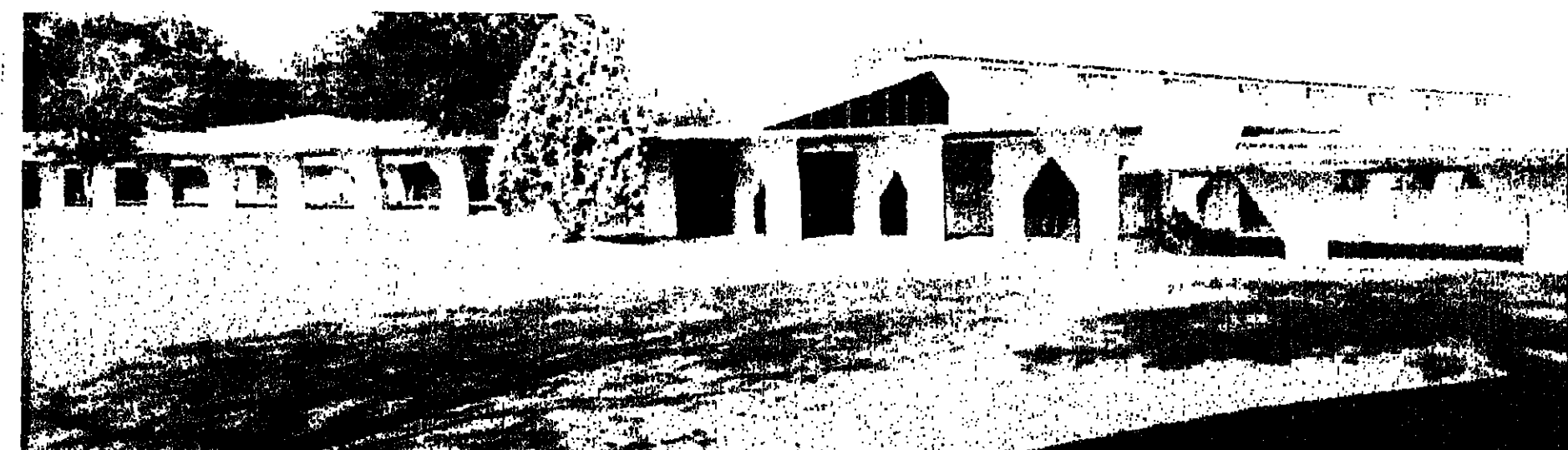
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April 15, 1992



Frank Lloyd Wright's work at Florida Southern College spanned 20 years, producing a campus plan and six groups of buildings: B4

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As critics continue to decry discrimination against women in college sports, the NCAA's director insists that it has begun to address the issue: A43

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### General



# MARGINALIA

Now here's good news (from the Brooklyn College *Excelsior*):  
SLAMMERS START SEASON UNDEFEATED

And here's terrible news (from *The Dartmouth*):  
FACULTY KILLS BIOCHEM MAJOR  
Campus violence is out of hand.

News item in the student paper at Adrian College, *The College World*:  
"Thirteen people, five men and seven women, sat around three round tables in the Adrian Tobias room ready to discuss."  
That's 25 beings, in all?

A memorandum from the c/c Subcommittee on Honors at Indiana University was headed thus:  
"Subj: c/c Spring Meeting Friday, May 22-Sunday, April 24"  
Spring was long in coming. Now will it ever end?

From the minutes of the Committee on Parking Policy at the University of California at San Diego:  
"To frame the discussion... [the Chair] offered the Task Force four goals to keep in mind:  
"(1) Establishing a reasonable and viable economic framework."  
We know just what you mean.

From a letter of recommendation from the United Ministry at Harvard / Radcliffe to Harvard's Division of Continuing Education: "He is well-liked by his peers."  
He tied up gently?

From a letter received by an applicant to the graduate school at Princeton University:  
"Unfortunately, the limited number of places open to entering graduate students precludes our offering admission to all well qualified applicants."  
They meant quilt-fed, probably.

From the class notes in *Beloit Magazine*, the alumni publication at Beloit College:  
"Kenneth and Sheila D— reside in Beloit; he teaches high school mathematics, and she is an at-risk teacher."  
Aren't they all?

Startling fact in a press release from the Office for Substance Abuse Prevention, part of the Public Health Service:  
"College students spend approximately \$5.5-billion annually to purchase 450 gallons of alcoholic beverages."  
They wuz robbed.

—C.O.

## In Brief

### Students suspended in grade-fixing scheme

NEW YORK—Hunter College officials have expelled one student and suspended nine others over a grade-fixing scheme in which students paid up to \$200 to have their grades changed.

In 1990 the nine students who were suspended paid a student who acted as a middleman and asked an employee in the registrar's office to alter their grades. "Some were from an F to an A, but other students were more humble," Jerry Rosenbaum, Hunter's registrar, told *The New York Post*. "Others agreed to go from a D to a C." Hunter is part of the City University of New York system.

The middleman, who was expelled from the university, and several of the students who were suspended were members of the Zeta Beta Tau fraternity. Some of the nine students were suspended for six months, others for a year.

The employee who allegedly altered the students' transcripts has been transferred but has not been disciplined pending the outcome of a city investigation, a spokeswoman for the college said. College administrators began an investigation into the scheme after receiving an anonymous letter.

### Academics among those awarded Pulitzer Prizes

NEW YORK—Five academics were among those awarded Pulitzer Prizes last week. They were:  
■ Mark E. Neely, Jr., director of the Lincoln Library in Fort Wayne, Ind., for *The Fate of Liberty: Abraham Lincoln and Civil Liberties*.

■ Wayne T. Peterson, a profes-

### Basketball game sparks riot in Michigan

ANN ARBOR, MICH.—The police fought a crowd gathered near the campus of the University of Michigan here after the university's basketball team lost its national championship bid to Duke Uni-

versity. Police officers fired tear gas into the crowd and arrested five people.

Less than an hour after the end of the game, mounted police officers wearing riot gear tried to dis-

perse about 500 people. The police said tear gas was used when intoxicated fans threw bottles and refused to leave the area. None of the five people arrested were students.



### Vandals deface art work with swastikas

SAN DIEGO—Vandals painted swastikas on art work that had been drawn by black, Hispanic, Asian-American, and gay students at San Diego State University, prompting a rally by students and faculty members.

The swastikas were scrawled on a portrait of Malcolm X, a

painting of a Mexican flag, a message from an Asian-American group, and a symbol for lesbians—all of which had been placed in recent months on a plywood wall around a building site on the campus. The students had been given permission to paint on the wall. After the rally, students and

others pointed over the swastikas. Thomas B. Day, the university's president, said in a statement that hate messages aimed at minority groups were "repugnant to the campus environment and contrary to the educational mission of the university." The police have no suspects in the incident.

### Administrator fired after transfer of money

CHENEY, WASH.—The director of the physical plant at Eastern Washington University, John E. Bauknecht, has been fired for the improper use of university money. Mr. Bauknecht moved the money from one account to another to keep his department's year-end surplus for its own use. State law requires that money allocated every two years be spent within the two-year period.



### Chicago chancellor is fired by trustees

CHICAGO—Nelvia Brady, chancellor of the City Colleges of Chicago since 1988, was fired last week by the colleges' Board of Trustees. Ms. Brady (above) was the first black woman to serve as chancellor of the system, which comprises eight institutions.

The board, which voted unanimously to fire Ms. Brady, cited as a factor a breakdown in its talks with the chancellor over a new contract. Earlier this year, the system's faculty had voted "no confidence" in her. A week before she was fired, Ms. Brady accused the board chairman of sexism. Last week, at the meeting where the board announced she was being fired, she said: "I regret that the Board of Trustees has chosen to terminate me."

### College's herbarium called nation's oldest

WINSTON-SALEM, N.C.—Salem College, a liberal-arts institution for women, has recently discovered that it is home to the nation's oldest herbarium.

A herbarium is a collection of dried and pressed plants. Salem College's dates to the early 19th century, according to Thomas B. Mowbray (below), a professor of biology at Salem and the curator of the collection for the past 15 years.

Mr. Mowbray says a Harvard University professor wrote to him last summer that the new edition



### Oklahoma State's Old Central—in Japan



STILLWATER, OKLA.—A replica of a treasured landmark building on the Oklahoma State University campus here can now be found on the other side of the world.

The building, Old Central, which opened in 1894 and for a time housed the entire institution in its 16 rooms, has been replicated on Oklahoma's new sister campus in Kameoka, Japan.

The mayor of Kameoka came



of *Index Herbariorum* lists Salem's herbarium as the country's oldest.

The collection contains about 5,000 specimens and serves as "a teaching collection more than anything else," Mr. Mowbray said. It was begun by Moravian settlers of the region who began drying and preserving plants in the last decades of the 18th century. Some of the earliest specimens apparently were lost.

### Black students leave college after brawl

OLIVET, MICH.—A majority of the 85 black students at Olivet College left the institution last week because they said they were worried about their safety. The action came less than a week after a brawl that involved a total of 70 black and white students in a residence hall and after several weeks of increased racial tensions on the campus.

Black students have given a list of demands to the college, which has adopted measures it hopes will improve the campus climate. Donald A. Morris, Olivet's president, excused from classes for a week any of the college's 700 students who were concerned about their safety. The action came less than a week after a brawl that involved a total of 70 black and white students in a residence hall and after several weeks of increased racial tensions on the campus.

## PORTRAIT

### A Dollars-and-Cents Moral Crusade in Recycling



Dan Weiner: "That's the good stuff," he says of four boxes of soggy computer paper sitting in the rain. "You're probably looking at \$4 worth of paper right there."

By LAWRENCE BEMILLER

NEW ORLEANS "Water is the enemy," says Dan Weiner, climbing into a rusting Chevy Custom 30 flabbed that's probably as old as he is. Mr. Weiner, who at 24 is Tulane University's first-ever recycling coordinator, has just finished loading the truck with barrels of glass—clear, green, and brown—that are ready to be sold to the city's glass-recycling facility.

But rain has been falling all morning here at the university's recycling site—a few small sheds at the edge of the campus. The barrels for glass haven't been under cover, and the rainwater they've collected has made them even heavier than usual. Worse is what water does to the corrugated cardboard piled nearby, to the newspaper, and especially to the print-out paper. "That's the good stuff," Mr. Weiner says, glancing out at four boxes of soggy computer paper as he puts the truck in gear. "You're probably looking at \$4 worth of paper right there."

### Roar of Breaking Glass

At the glass-recycling facility, located in a decrepit warehouse, the roar of breaking glass is so loud that Mr. Weiner and the work-study student accompanying him don't hear the men who weigh the glass and dump it onto a conveyor are wearing "Orleans Parish Prison" T-shirts. Mr. Weiner, a 1991 graduate of Tulane's architecture school, pauses to survey the trash-strewn loading dock and the mountain of tires nearby. "This," he says with a grin, "is sanitation."

But Mr. Weiner comes away with a receipt for 2,000 pounds of glass, for which the city will pay the university \$20. Tulane's recycling effort, although proposed by students who are members of the Green Club, isn't just a moral crusade—it's a dollars-and-cents proposition as well. Tulane pays a "tip-page fee" of \$6.50 per cubic yard at the landfill, which works out to

\$120 or \$130 each time one of the university's garbage trucks pulls in, Mr. Weiner says. Every bottle, notebook, and box that he keeps out of the "waste stream" saves on tipping fees, and most of the material can then be sold.

He has put receptacles for aluminum cans on every dormitory hall. He has persuaded reluctant custodians to carry crates of recyclable paper from offices to bins that his work-study students empty regularly. He makes sure that boxes are picked up from food-service sites daily. He and the Green Club are negotiating with the food service and local businesses to give discounts on beverages to students who use their own plastic cups.

Mr. Weiner says his goal is to reduce the waste stream by 25 percent this year. Since June, he says, he has brought in \$9,000 in revenue and kept over 150 tons of recyclable material out of landfills—including thousands of bottles, cans, and newspapers brought to Tulane's recycling site by local residents.

Mr. Weiner has a small crew of work-study students, usually five or six, and a budget of \$25,000. Beyond that, he relies on ingenuity, a ready smile, and a world-class talent for schmoozing—half the people in New Orleans must have his business card by now, and he's probably said "Hey" at least once to everyone else.

### A 10-Foot-Tall Baler

For instance: Mr. Weiner talked the manager of the local Coca-Cola plant into giving him empty plastic syrup barrels, which make good receptacles for glass and cans. When Mr. Weiner noticed that the plant had an unused compacting-and-baling machine, he talked the manager into giving him that as well.

A big university truck carried the 10-foot-tall baler across town—very slowly—and Mr. Weiner rode astride the machine, using a piece of wood to lift telephone wires over it. He then drew the plans for a new concrete pad at the recycling site

for the baler. He says the baler will "give us much more salable products," in addition to cutting the number of trips the Custom 30 makes to various recycling facilities. "Right now we're driving a lot of air around the city," he says.

In architecture classes, Mr. Weiner designed buildings that respect the environment, but recycling is not what he expected to do with his degree. Just now, however, architecture jobs are hard to come by.

### One Stair at a Time

As it happens, one of Mr. Weiner's housemates, Blaine Paxton, is president of the Green Club. Together they proposed that Tulane become one of only a handful of universities that have hired recycling coordinators. The university set Mr. Weiner up with a truck, a walkie-talkie, a desk in the physical-plant office—and business cards. Tulane's president, Eamon M. Kelly, nominated Mr. Weiner to serve on a city advisory board that deals with recycling issues.

Mr. Weiner says he has encountered his share of obstacles, large and small. His budget was cut in half early in the year. The company that provides cleaning service in the dormitories says its contract does not require it to take part in recycling efforts. The administration building has no elevators, so wheeled bins of paper thump down the Custom 30 one stair at a time.

Still, Mr. Weiner is optimistic about recycling's future here. Sitting back with a smile after a shrimp po' boy at Domilese's, a favorite local sandwich shop, he describes the "First Annual Corrugated Cardboard Drive," which he organized when last fall's freshmen arrived. "It was a huge success, in terms of cubic yards kept out of the landfill," he says.

"Next year we're going to keep some of the newer boxes, and then at the end of the year we'll trade 'em back to students for their used notebooks. The point is, we've got to make students more aware." ■

## RESEARCH NOTES

- Researchers at 3 universities report development of 'molecular wires'
- Scientists link high levels of chemical vasopressin to bulimia nervosa
- Bertolucci film 'The Last Emperor' is said to imply an anti-feminine vision
- People's willingness to pay for public goods is found relatively 'inelastic'

"Molecular wires"—chains of linked molecules that can conduct energy—may be used to make new kinds of miniature devices, scientists say.

At last week's meeting of the American Chemical Society, researchers at Purdue University, the University of Texas at Austin, and the University of Michigan all reported that they had developed molecular wires.

The scientists suggested that the wires could be used to make miniature computer memories and tiny "biosensors" that could monitor the levels of chemicals in the human body. Such sensors could, for example, keep track of blood-sugar levels for diabetics. The small size of the sensors would make them less apt to cause infections than larger devices, the researchers said.

Adam Heller, a professor of chemical engineering at Texas, and his colleagues have already linked the molecular wires to biosensors that are composed of layers of enzymes and that are one-fifth the diameter of a human hair.

While the molecular wires developed at Texas conduct electrons, as standard wires would, a University of Michigan researcher has created a polymer molecule that conducts energy particles called excitons. Polymer molecules are made up of identical repeating units, or monomers.

Raoul Kopelman, a professor of chemistry at Michigan, said he and his colleagues had used polymers to create molecular wires that are one-tenth the thickness of the thinnest metal wire.

The Michigan researchers used lasers to stimulate exciton activity at one end of the polymer wires and then detected the exciton activity at the other end of the wires with light-sensitive chemicals.

—DAVID L. WHEELER

Scientists say they have identified a chemical that is found in abnormally high levels in the brains of women with bulimia nervosa, an eating disorder that affects from 2 to 5 percent of adolescent and young women.

In a paper scheduled to be published in the June issue of the *Journal of Clinical Endocrinology and Metabolism*, Mark A. Demitrack, an assistant professor of psychiatry at the University of Michigan, and colleagues at the National Institute of Mental Health, report finding high levels of the chemical vasopressin in the cerebrospinal fluid of bulimic patients.

In their study, the scientists examined the cerebrospinal fluid, which bathes nerve cells in the brain, of 24 female patients with



In a scene from "The Last Emperor," Pu Yi reviews Chinese troops in the Forbidden City. The film casts the Forbidden City as a metaphor of femininity, two scholars argue.

bulimia and 11 healthy female volunteers. On average, they say, the fluid from the bulimic patients contained abnormally high levels of vasopressin.

The same group of researchers found in earlier studies that excessive levels of vasopressin were also present in patients with two other related disorders—anorexia nervosa and obsessive compulsive disorder.

The scientists say vasopressin is normally released by the body in response to physical or emotional stress, but that some people may produce excess amounts of the chemical, putting them at higher risk for developing those disorders.

—KIM A. McDONALD

The utopian vision of Bernardo Bertolucci's film "The Last Emperor" implies the expulsion of the feminine from the new and improved society, say two film scholars at the Hebrew University of Jerusalem.

Mr. Bertolucci's 1987 film is based on the true story of Pu Yi, the last emperor of China, who was born in 1906 and reigned only from 1908 to 1912, but continued to live in the cloistered confines of Beijing's Forbidden City until 1924. In the current (winter) issue of *Cinema Journal*, Yosefa Loshitzky and Raya Meyuhar argue that the stylistic structure of "The Last Emperor" leads to the "symbolic annihilation of women" in the film.

On a literal level, all the significant female characters eventually disappear from the narrative. Pu Yi's mother is destroyed through opium addiction and suicide. His first wife suffers opium addiction, commits infanticide, and eventu-

ally loses her health and beauty. His second wife divorces him and quickly exits the story. By the end of the film, when the Communists have taken over, no significant female figures are left in the film.

The major metaphor of femininity in the film, say Ms. Loshitzky and Ms. Meyuhar, is the Forbidden City in the years before Pu Yi is deposed, which is represented as a "womb-like prison" occupied only by women and eunuchs.

In the opening sequences, the slow tracking of the camera further and further into the interior of the Forbidden City has a voyeuristic quality, the authors say. In several scenes in which Pu Yi tries to escape the city, the camera's movements again emphasize its claustrophobic feel.

At the end of "The Last Emperor," the aging Pu Yi returns to a Forbidden City that has been turned into a public museum by the Communists. In Mr. Bertolucci's depiction of the new order, the authors note, there are no women to speak of and the city is no longer forbidden.

—ELLEN K. COUGHLIN

The proportion of people willing to pay for a public good, such as shelter for the homeless or environmental protection, does not change dramatically as the cost of the good increases, says a Yale University political scientist.

Research has shown that small increases in the price of such consumer products as television sets or automobiles sharply reduce the proportion of people willing to buy them—a phenomenon

known as "price elasticity." In the current (March) issue of the *American Political Science Review*, Donald Philip Green argues that, by contrast, the willingness to pay for public goods and services is relatively "inelastic."

For his study, Mr. Green analyzed data from public-opinion surveys, experimental research, and United Way fund-raising statistics from three companies in New Haven, Conn. Together the data show, he says, that, while public goods are price elastic to a degree, they are not nearly as much so as consumer goods.

For example, one survey has shown that the same sizable majority of Californians favors a program to provide shelter for the homeless whether the cost to them is an extra \$5 in taxes a year, or an extra \$50. Another study has indicated that employed people and unemployed people do not differ much in their attitudes toward a government policy of full employment, even though the tax burden of such a policy would fall more heavily on the already employed.

The United Way fund-raising data, Mr. Green notes, indicate that the relative inelasticity of the willingness to pay for public goods holds true not just for expressions of intent, but also for actual cash transactions.

One possible reason that the willingness to pay for public goods is relatively inelastic, Mr. Green suggests, is that people have less information about the costs of such goods. Some research has tested that possibility, he says, and thus far no influence of price-related information on the elasticity of public goods has been detected.

—B.K.C.

## Scholarship

### Scholars Rethink Causes, Progress of the Cold War

Continued From Preceding Page

meeting said, historians in the former Soviet Union have revised their view of the cold war more than once.

"The last five years have been a new period of revision in Soviet cold-war history," said Vladimir Zubok, a senior researcher at the Russian Academy of Sciences.

"Orthodox" Soviet scholars traditionally blamed the United States for the cold war, Mr. Zubok said, but with the easing of restrictions on domestic dissent in 1988, a wave of "revisionist" scholarship began to blame the Soviet Union.

"That wave has petered out," he said, "is now being replaced by a revisionism that is not so simple."

For one thing, he explained, evidence suggests that U.S. policymakers often misperceived Soviet intentions and missed opportunities to end the cold war.

Importance of Internal Factors

For example, "the failure of the West to engage Soviet leaders after the death of Stalin might have prolonged the cold war," Mr. Zubok said, adding: "The new leaders needed more direct personal contact with Western leaders. In my mind, that could have made a lot of difference."

Mr. Zubok said internal factors within the Soviet Union had fueled the cold war. In some recent oral histories, former Soviet officials have revealed that Stalin came close to cooperating with the United States on the Marshall Plan, announced in 1947, to spur European recovery after World War II.

"Rejection of the Marshall Plan was a thing of the moment," he said. "Domestic issues, and Stalin's campaign to promote national pride, were crucial."

Mr. Zubok said Germany also loomed large in the cold war. For example, Soviet officials chose to suppress the Hungarian revolution not because they were interested in Hungary, but because "the domestic effect would cause them to lose Poland and could lead to a re-united Germany."

"That was intolerable," Mr. Zubok said.

#### Europe's 'Two Hostile Blocs'

Historians in the former Soviet bloc in Eastern Europe are also beginning to look anew at the cold war.

Scholars in Eastern Europe are conducting research on "whether or not there were alternatives to the onerous course of organizing Europe into two hostile blocs," said Geza Mezei, an associate professor of history at Budapest University.

They have found evidence, Mr. Mezei said, that after World War II Western powers were initially willing to accept Soviet strategic might in Eastern Europe in exchange for Stalin's promise to allow free elections in the region.

However, he added, the increasing tendency of Soviet officials to

back coalition governments dominated by hard-line Communists led them to back away from free elections. That, and the United States' growing fear of the influence of those governments on Germany, helped foil the "open-sphere concept."

The death of Stalin and the rebuilding of a strong Germany in the 1950's, Mr. Mezei said, "created an opportunity for the early termination of the cold war, before blocs entrenched themselves."

He added that U.S. officials botched an opportunity to resolve the Hungarian crisis in 1956 by "giving themselves wrong alternatives—doing nothing versus all-out war." And in 1958 Hungarian Communists feared the loss of their own power and, according to recently available documents, twice turned down Soviet offers to withdraw from their country.

"Who liberated Eastern Europe

**"The Chinese Communists wanted to keep flexibility in dealing with the United States, but gave that up under pressure from the Soviet Union."**

from Communist rule?" Mr. Mezei asked. "The essential condition was change within the Soviet Union, and the lack of Soviet political will to support puppets."

The complex interplay of Chinese, U.S., and Soviet relations also played a key role in some of the turning points of the cold war, said He Di, assistant director of the Institute of American Studies at the Chinese Academy of Social Sciences.

"Studies of the cold war in China are very new—dating back about 13 years to the end of the Cultural Revolution," Mr. He said.

New research in the last decade suggests that, after coming to power in the late 1940's, "the Chinese Communist Party wanted to keep flexibility in dealing with the United States, but gave that up under pressure from the Soviet Union," he said.

"There is evidence in China that Mao Ze-dong was critical of Stalin for not treating other Communist nations equally, but that later on events in Hungary and Poland scared him into thinking the socialist camp needed to be united to face the Western threat."

#### Chance to End Korean War

New materials also reveal that, in 1950, in the early stages of the Korean War, "there was a chance when war might have ended," Mr. He said. At that point, Chinese military commanders wanted to accept a U.S. proposal to stop the war, but Chinese political leaders overruled them, he said.

U.S. scholars at the meeting here said they also were rethinking the history of the cold war—often raising some of the same themes as their colleagues abroad.

Gar Alperovitz, an economist at the National Center for Economic Alternatives in Washington, who has written on the history of cold-war diplomacy, stressed "the

chance interaction of scientific technology and political-economic developments on the form and content of the cold war."

"Without the development of the atomic bomb, what we know of as the cold war would hardly likely have occurred," he said.

#### Germany's Rearmament a Key

For example, Mr. Alperovitz said, the bomb was central to U.S. relations with Germany in the post-war world. Although U.S. policy makers feared rearming their former enemy, the U.S. monopoly on nuclear technology lulled them into accepting rearmament.

"Rearmament of Germany was a major turning point in the cold war. American leaders knew it would be seen as a threat to the Soviet Uni-

on, who would have to clamp down in Eastern Europe," Mr. Alperovitz said.

Melvyn Leffler, professor of history at the University of Virginia, focused on the way changes in the international system, and in the relationship among nations, fueled cold-war rivalry.

At the end of World War II, he said, officials in both the United States and the Soviet Union feared that Germany and Japan might tilt toward the other side, and so pursued the cold war more aggressively than they might have done.

"Uncertainty over the future alignment of Germany and Japan played a key role in cold-war escalation," he said.

Similarly, both the United States and the Soviet Union saw opportu-

nities to consolidate their own power in the fluid dynamics of the post-war world. "The U.S. felt it had overwhelming economic and strategic power," Mr. Leffler said. "The question was whether it would have the will to use that power."

"The Soviets thought perhaps Japan and Germany could be co-opted into their orbit with Soviet markets," he added.

By the 1980's, both those fears and opportunities seemed to have receded, Mr. Leffler said. Germany and Japan appeared to have become peaceful democracies, while internal considerations, such as budget deficits and social problems, made Soviet and American policy makers draw back from international rivalries.

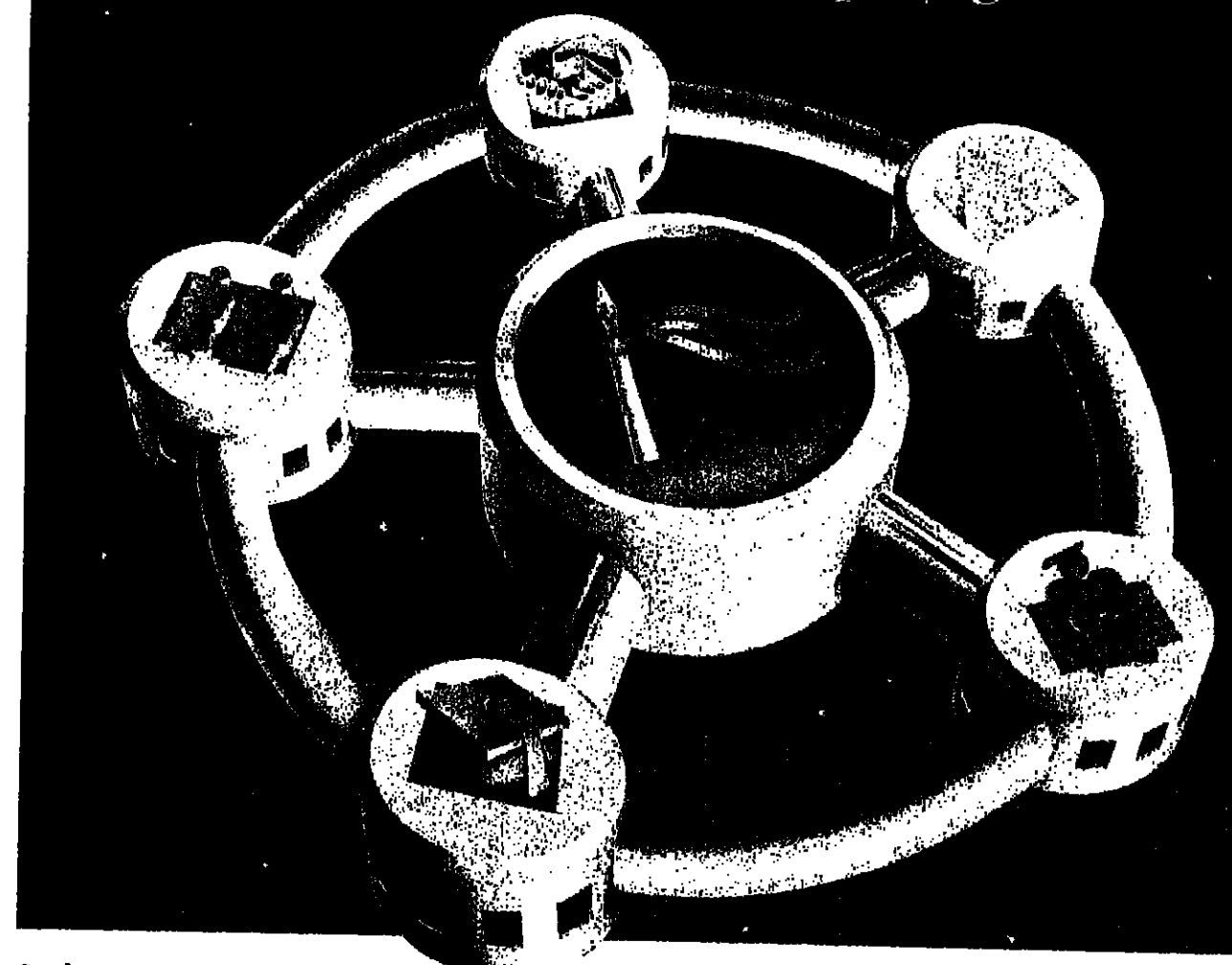
"All of this invited, although it did not dictate, the end of the cold war," Mr. Leffler said.

The end of the cold war is not simply bringing forward new evidence about the course of diplomacy over the last 40 years, said Ernest R. May, professor of history at Harvard University. It also offers historians the opportunity "to re-think how we see all of modern history."

"We have seen 1945 as a watershed when the U.S. stepped forward to assume power," Mr. May said. "Now, with the end of the cold war, we have to go further back, and look at long-term trends that shaped modern history."

He adds: "In a period of transition, we have to grope outside our recent past."

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# Controversial Proposal for Financing Collider Divides Physicists

Continued From Page A7

the department's decision will be watched closely by the directors of research institutions, many of whom have been unable to obtain approval for new federally financed projects because of budget constraints.

Despite the controversy his proposal has created, no one thinks Mr. Richter is trying to evade the peer-review system, as have many of the "pork-barrel" scientific projects that are included annually in federal budgets by lawmakers.

"HEPAP has favorably reviewed the science, so it's not a question of whether it's been peer-reviewed or not," said Paul E. Sweet, director of governmental relations for the University of California. "There has been a fairly assiduous notion that peer review had to be adhered to."

Instead, the debate is over whether the Department of Energy should change its position on the a-factory because of a proposal to finance its construction within a laboratory's own operating budget.

The University of California's

**"Since neither agency is able to consider funding of a B-factory in the near-term, it is not useful to us to conduct a technical review" of the proposals.**

Lawrence Berkeley Laboratory and Lawrence Livermore National Laboratory have joined Mr. Richter in his effort, which would involve upgrading an electron collider at the Stanford center, called the Positron Electron Project, that the Berkeley laboratory helped to construct 12 years ago.

Two years ago, HEPAP recommended in a report to the Energy Department "a vigorous research and development effort to develop a design" for a B-factory, but said it could not advocate moving forward with construction unless the agency's budget for high-energy physics was increased.

This year, concerns over the sharply rising construction and operating costs of future scientific facilities, such as the \$8.25-billion Superconducting Supercollider, a giant proton collider being built near Dallas, forced Energy Department officials to argue against any proposals to start new facilities.

## 'Bleak Outlook' for Budgets

In a January letter to Mr. Richter and Karl Berkman, director of Cornell University's laboratory of nuclear studies, who had submitted a competing proposal to the National Science Foundation to construct a B-factory, Energy Department and NSF officials said the "bleak outlook" for budgets at both agencies left little opportunity for the support of a B-factory by either agency for many years.

"Since neither agency is able to consider funding of a B-factory in the near-term," the letter added, "it is not useful to us to conduct a technical review" of the two pro-

posals. The letter was signed by William Happer, director of the Energy Department's Office of Energy Research, and David A. Sanchez, assistant director for mathematical and physical sciences at the science foundation.

## Plan to Shift Funds

Mr. Richter said the letter had sparked "long discussions" at his institution about the Stanford center's future and eventually led to his proposal, which he presented in late February to a subpanel of HEPAP charged with recommending future priorities for high-energy physics. The subpanel, chaired by Michael S. Witherell, a professor

of physics at the University of California at Santa Barbara, is scheduled to make its recommendations public this week.

Mr. Richter explained that his plan was specifically to divert about one-quarter of his center's annual budget of \$140-million from fiscal years 1994 to 1998 to build a second subatomic-particle collider inside the tunnel that now houses the Positron Electron Project. That would be accomplished by operating Stanford's linear accelerator for only six months of the year, beginning in the fall of 1993, a move that would significantly reduce the center's program of experiments.

In addition to shifting funds from the center's operating budget, Mr. Richter said he expected to obtain about \$25-million in contributions from other countries to help pay for the construction of a particle detector for the B-factory. He said he had received "strong expressions of interest from several groups in Europe and Canada" to contribute if the project were approved.

Mr. Richter said he believed sacrifices in his center's experimental program were justified for two reasons: the importance of the B-factory in understanding one of the major unsolved problems in the Standard Model, the leading theory about how the fundamental matter and forces of the universe

are connected, and the need to maintain the scientific vitality of the Stanford center.

"If I look toward the cold decade, I see that we don't have anything on the frontier of physics," he said. "You need a thing to keep the pot boiling."

## Matter and Antimatter

The B-factory would do so by providing a tool for the study of mesons, a subatomic particle whose radioactive decay is thought to hold the answer to the question of why the universe is composed of matter instead of antimatter.

Antimatter—particles such as positrons, a positively charged electron, that have all of the same characteristics of matter—

are connected, and the need to maintain the scientific vitality of the Stanford center.

are connected, and the need to maintain the scientific vitality of the Stanford center.

are connected, and the need to maintain the scientific vitality of the Stanford center.

the origin of this violation of symmetry is something you can actually study in the B-particles."

By colliding extremely dense beams of electrons and positrons traveling in opposite directions, the B-factory would produce copious amounts of B-mesons.

## Russian Plans Abandoned

No other country is building a collider that would accomplish the goals of the B-factory, Mr. Richter said. Russian physicists had proposed such a facility, he said, but have abandoned their plans because of the collapse of the country's economic system. European scientists are concentrating their resources on two other accelerator projects, he added, and Japanese researchers don't expect a decision

from their government on a B-factory for two to three years.

"Thus, there is no guarantee that anyone is going to carry out the work and, since I believe it is very important, we should press on and try and get approval of our project, with international cooperation if possible," Mr. Richter said in a memorandum to scientists at Stanford's accelerator center.

Mr. Richter acknowledged in an interview that his plan could put his center's operating budget under greater scrutiny by Energy Department officials and generate a debate about the use of a laboratory's operating fund.

"This is a very risky strategy," he said, "and this is not SLAC's money, it's the taxpayer's."

But so far, he added, Energy De-

partment officials have responded favorably to the idea.

"The Department of Energy's reaction, I think, is quite favorable," Mr. Richter said. "I think they regard us as taking a very responsible course."

## Lawmakers Like the Idea

So do many lawmakers. Several members of the California delegation, in fact, are circulating a letter to persuade colleagues on the House Appropriations Committee to support the idea.

"It's a very constructive, realistic proposal," said Rep. George E. Brown, Jr., a California Democrat who chairs the House Committee on Science, Space, and Technology. "I haven't seen very many other labs come in with a specific

proposal to fund a new initiative and to take it out of the hide of their existing program, and Burton Richter has done that."

Mr. Richter noted that his proposal isn't unique. In the 1970's, he said, he built another electron collider at Stanford, called SPEAR, by shifting the equivalent of \$25-million from other programs. That project, which produced major discoveries in physics, eventually led to his Nobel Prize.

Some scientists complain that if Mr. Richter succeeds in winning approval from both HEPAP and the Energy Department for his latest \$200-million project, Cornell's proposal for a similar B-factory will be left out of the running.

"HEPAP is deciding where the B-factory is going to be without looking at two proposals, one of which is \$100-million cheaper," said Mr. Sanchez of the science foundation. "If you are a taxpayer, you ought to be really angry about that."

David G. Cassel, a professor of physics and acting director of Cornell's laboratory of nuclear studies, said his university had proposed to the science foundation to build a B-factory for \$116-million by making modifications to an ex-

**"If I look toward the end of the decade, I see that we don't have anything on the frontier of physics. You need something to keep the pot boiling."**

isting facility, the Cornell Electron Storage Ring.

That facility—which now produces the densest particle beam of any electron accelerator in the world—is being upgraded by the science foundation under a \$10-million program that, Mr. Cassel estimates, will bring the density of the electron beam, a characteristic physicists call "luminosity," to within a fraction of that needed for a B-factory.

Mr. Cassel said that unlike the Stanford center, which has an annual budget of \$140-million, his laboratory could not finance construction of a B-factory from its \$15-million-a-year operating budget. But he refused to make any other comparisons between the two B-factory proposals.

"We have had a great deal of experience producing high luminosity," he noted. "I think we have a very good track record."

## Weighing Other Proposals

Robert M. Simon, principal deputy director of DOE's Office of Energy Research, said his agency planned to consider Cornell's proposal and consult with NSF officials before making any decisions on Mr. Richter's plan.

"We don't intend to march off unilaterally without talking to NSF," he said.

Mr. Simon said that while the HEPAP recommendations would undoubtedly be very influential in the department's decision, the agency would also have to weigh the B-factory against many other proposals for new facilities outside of high-energy physics.

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## NEW SCHOLARLY BOOKS

Compiled by NINA C. AYOUB  
The following list has been compiled from information provided by the publishers. Prices and numbers of pages are sometimes approximate. Some publishers offer discounts to scholars and to people who order in bulk.

### ANTHROPOLOGY

**After Nature: English Kinship in the Late Twentieth Century**, by Marilyn Strathern. \$34.95 (hardcover); \$19.95 (paperback). 256 pages. Discusses the role of kinship in the changing social values and new reproductive technologies.

**The Vietnamese Experience in America**, by Paul James Rattledge. Indiana University Press, 1992. \$29.95 (hardcover). 192 pages. Examines the recent experiences of Vietnamese refugees who fled their country after the Communist takeover of Saigon in 1975.

### ARCHAEOLOGY

**The Eagle and the Spade: Archaeology in Rome During the Napoleonic Era, 1808-1814**, by Ronald T. Ridley. Cambridge University Press, 1991. \$79.50. Uses previously unpublished French and Italian documents to discuss archaeological excavations and restorations in the city during Napoleon's occupation.

### ART

**A Point of View: Aesthetics on Trial in "Whistler's Mother"**, by Linda Merrill. (Smithsonian Institution Press, 1991). 48 pages. \$35. Considers the aesthetic Whistler's celebrated self-portrait against the backdrop of the 1877 exhibition, that Whistler's "two hundred years of lineage" to a temperamental Van Gogh and a realist Van Man. By Judy Sund. (Cambridge University Press, 1991). 200 pages. \$35. Idea of modernism and the Dutch painter's naturalist interest in the interest in the Dadaist, and the Courcour brothers.

### BUSINESS

**Business Performance in the Retail Sector: The Experience of the John Lewis Partnership**, by Keith Bradley and Simon Taylor. (Oxford University Press, 1991). 208 pages. \$59. Analyzes the commercial success of a British retailer that has been employee owned and operated according to democratic principles since 1929.

### CLASSICAL STUDIES

**Poetry and Civil War in Lucretius' "Bellum Civile"**, by Jamie Masters. (Cambridge University Press, 1991). 288 pages. \$59.95. Argues that the Roman writer uses the phenomenon of civil war as both subject matter for his poem and as a metaphorical basis for how the world is structured.

**Venerabilis Fortissimus: A Study in the Poet in the Middle Ages**, by Judith George. (Oxford University Press, 1991). 248 pages. \$69. Discusses the life, work, and historical times of the sixteenth-century poet, whose poems included the French monarchs Charles Radegundis and King Sigebert I.

### COMMUNICATIONS

**Big World, Small Screen: The Role of Television in American Society**, by Althea C. Huston and others. (University of Nebraska Press, 1991). 252 pages. \$25. Focuses on the influence of television in the lives of children, the elderly, women, members of ethnic and sexual minority groups, and the institutionalized.

### CRIMINOLOGY

**Why Kids Kill Parents: Child Abuse and Adolescent Homicide**, by Kathleen M. Heide. (Ohio State University Press, 1991). 256 pages. \$29.95. Identifies five factors that contribute to the stage for adolescents to commit homicide: draws on case studies and data from the Federal Bureau of Investigation.

### CULTURAL STUDIES

**Articulating the Elephant Man: Joseph W. Graham and His Interpretation**, by Peter John. (Indiana University Press, 1991). 208 pages. \$24.95. Explores medical, biographical, cinematic, theatrical, and other representations of the Victorian Englishman whose gross deformity made him known as the "Elephant Man." Argues that such accounts reveal more about their authors than their subject.

### ECONOMICS

**Growth Through Competition**, by John H. Coatsworth. (Cambridge University Press, 1991). 256 pages. \$39.95. Discusses the role of competition in the development of the modern world economy.

### FILM STUDIES

**African Cinema: Politics and Culture**, by Manthia Diawara. Indiana University Press, 1991. \$29.95 (hardcover). 192 pages. Discusses African film production, distribution, and reception; includes discussion of the pioneering work of such film makers as Jean-Pierre D  ria, Oumarou Ganda, and Paulin Soumaraiho.

### GEOGRAPHY

**Health in Rural North America: The Geography of Health Care Services and Delivery**, edited by William M. Giesler and Thomas C. Kieckhefer. (Routledge University Press, 1991). 314 pages. \$17 (hardcover). \$17 (paperback).

**The Shaping of Kumbur's People, Place, and Change**, by Barbara Brown. (Oxford University Press, 1991). 230 pages. \$22. Discusses the relationship between the Sherpa subsistence economy in Kumbur, Nepal, and animal management practices in Nepal's Sagarmatha National Park.

### HISTORY

**The Advocates of Peace in Antebellum America**, by Valerie H. Ziegler. Indiana University Press, 1991. \$35. Traces the intellectual and political development of the 19th-century peace movement in the United States.

**Before the Wind Changed: People, Places, and Education in the South, 1860-1870**, by Janet Starnes. (Oxford University Press, 1991). 324 pages. \$29. Discusses the status of education in the antebellum South through the memoirs of a British educator there in the 1840's.

**Corruption: Ethics and Power in the 18th Century**, by Jean-Claude Waeber. (State University Press, 1991). 260 pages. \$35. Offers an explanation for the persistence of corruption in the 18th century through the memoirs of a British educator there in the 1840's.

**The Devil's Dominion: Magic and Religion in Early New England**, by Richard G. Bates. (Cambridge University Press, 1991). 272 pages. \$24.95. Explores belief in folk magic in early New England.

**Documentary History of the First Federal Congress**, edited by Charles F. Johnson. (University of Chicago Press, 1991). 1769 (816 pages). \$49.95. Volume 1: *Debates in the House of Representatives, First Session, April 1800 to June 1801*. Volume 2: *First Session, June-September 1801*. \$49.95.

**Edward MacNeece: The Intellectual in the Turbulent Nineteenth Century**, by Paul A. Vary. (Sussex University Press, 1991). 256 pages. \$39.50. A biography of the 19th-century American orator and statesman, who served Massachusetts as a Congressman, Senator, and Governor, and was a presidential adviser to Lincoln.

**England and the German Hansa, 1287-1621: A Study of Their Trade and Commercial Diplomacy**, by T. H. Lloyd. (Cambridge University Press, 1991). 416 pages. \$79.95. A study of trade relations between England and merchants of the German Hanseatic League.

**The Frontier: A Case Study of the American West**, by Susan E. Meyer. (Sussex University Press, 1991). 272 pages. \$39.50. Presents biographical studies of six Americans: Carl Hays, John Hays, John Hays, John Hays, John Hays, John Hays.

**The First Day at Gettysburg: Essays on the Battle of Gettysburg**, edited by Gary W. Gallagher. (Kent State University Press, 1991). 84 pages. \$24 (hardcover). \$14 (paperback). Includes original essays on military leadership at Gettysburg in 1863, the first day of the three-day battle.

**French Socialism and Sexual Difference**, by Susan K. Oron. (State University Press, 1991). 256 pages. \$35. Explores concepts of sexual difference in the socialist theories of Charles Fourier, Flora Tristan, and the Saint-Simonian movement.

**Women and the New Society, 1803-1848**, by Susan K. Oron. (State University Press, 1991). 256 pages. \$35. Explores concepts of sexual difference in the socialist theories of Charles Fourier, Flora Tristan, and the Saint-Simonian movement.

**Through Growth: Strategic Management and the Economy in Japan**, by Hiroaki Kuroki. (Oxford University Press, 1991). 384 pages. \$39. Discusses the role of competition in the development of the modern world economy.

**Regulating Big Business: Antitrust in Great Britain and America, 1880-1900**, by Tony Freyer. (Cambridge University Press, 1991). 304 pages. \$29.95. Compares government regulation of big business in the two countries.

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**Regulating Big Business: Antitrust in Great Britain and America, 1880-1900**, by Tony Freyer. (Cambridge University Press, 1991). 304 pages. \$29.95. Compares government regulation of big business in the two countries.

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**Cambridge U. Press**, 40 West 20th Street, New York 10011  
**Fairleigh Dickinson U. Press**, Associated University Presses, 40 West 20th Street, New York 10011  
**Indiana U. Press**, 601 North Morton Street, Bloomington, Ind. 47404  
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**Kent State University Press**, P.O. Box 5190, Kent, Ohio 44242  
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**U. of Nebraska Press**, 901 North 17th Street, Lincoln, Neb. 68508

### LAW

**Advocates**, by David Pannick. (Oxford University Press, 1991). 320 pages. \$47. A critical study of the principles, practices, and morality of the advocate's role in different societies' legal systems.

**Human Rights in States of Emergency**, by Judith G. Patai. (Oxford University Press, 1991). 312 pages. \$67. Analyzes the rules and obligations developed in treaty law and general international law for human rights during states of emergency.

**Responsive Regulation: Transcending the Regulatory Dilemma**, by Ian Ayres and John Braithwaite. (Oxford University Press, 1991). 216 pages. \$39.95. Proposes a new approach for U.S. business regulation law based on the approaches of modern game theory and empirical research on regulation policies around the world.

### LINGUISTICS

**First Verbs: A Case Study of Early Grammatical Development**, by Michael Tomasello. (Cambridge University Press, 1991). 275 pages. \$39.95. Focuses on verb acquisition in a study of one child's language development in her second year of life.

### LITERATURE

**Alex Poyser: Greek Poet, Journalist, and Humanist**, by Daniel F. Littlefield, Jr. (University of Nebraska Press, 1991). 110 pages. \$39.95. A biography of the Greek Indian writer and nationalist leader who lived from 1873 to 1908.

**The Art of Loving: Female Subjectivity and Male Discursive Traditions in Shakespeare's Tragedies**, by Evelyn Higginbotham. (University of Chicago Press, 1991). 160 pages. \$29.50. Focuses on *Antony and Cleopatra*, *Othello*, and *Romeo and Juliet* in a study of Shakespeare's female subjects on stage.

**Autism, MacNeece, Spandan: The Thirties Poetry**, by Michael O'Neill and Gareth Jones. (State University Press, 1991). 264 pages. \$39.95. Argues that the three English poets' writings in the 1930's express a common artistic and as an anti-modernist desire to communicate.

**Brave Riders: Swordfighting in Shakespeare's Plays**, by Charles Feldman. (Manchester University Press, 1991). 224 pages. \$24.95. Describes how Shakespeare's staged by his own company, and argues that his use of swordplay was an important means of reinforcing the poetic civil order.

**Shakespeare's Miracle Plays: "Pericles," "Cymbeline," and "The Winter's Tale"**, by H. W. Fowler. (Fairleigh Dickinson University Press, 1991). 192 pages. \$19.95. Considers the issue of "recovery" in Shakespeare's later plays.

**Strategy of Fantasy**, by Brian Aldrich. (Indiana University Press, 1991). 176 pages. \$22.50. Examines strategies in the writing and reading of fantasy fiction, and considers the genre's relation to social and postmodern literature; were discussed include John Crowley, Dan Wyne Jones, Ursula K. Le Guin, J. R. R. Tolkien, and Gene Wolfe.

**The Subject of Modernity**, by Anthony Bonomi. (Cambridge University Press, 1991). 296 pages. \$49.95 (hardcover). \$14.95 (paperback). Traces the transformation of the rational subject as represented in the writings of Descartes, Kant, Hegel, and others, and in the Don Juan novel; last novel; based on a collection of the first and second editions, which were first published within months of each other in 1828.

**William Wordsworth: Intensity and Achievement**, by Thomas McFarland. (Oxford University Press, 1991). 192 pages. \$45. Idealizes "Intensity" as the source of Wordsworth's power as a poet.

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### Scholarship

describes the ways in which he assumed a prophetic stance.

### MATHEMATICS

**Oscillation Theory of Delay Differential Equations: With Applications**, by I. Gyori and G. Ladas. (Oxford University Press, 1991). 384 pages. \$89. Discusses the applications of delay-differential equations in problems concerning such things as insect-population estimates and the motion in the tips of growing plants.

### MUSIC

**Dance and the Music of J. S. Bach**, by Meredith Little and Natalie Jones. (Indiana University Press, 1991). 176 pages. \$39.95. Describes the French court-dance practices common to the courts and cities that Bach frequented, and discusses his composition of stylized dance music and music based on dance rhythms.

### PHILOSOPHY

**Autonomy and Rights: The Moral Foundations of Liberalism**, by Horacio Spector. (Oxford University Press, 1991). 208 pages. \$49.95. Develops a defense of the liberal belief in the evidence of a body of rights that constrain government action.

**Explorations in Feminist Ethics: Theory and Practice**, edited by Eve Browning Cole and Susan Condit. (Indiana University Press, 1991). 224 pages. \$35 (hardcover). \$22.95 (paperback). Includes new and previously published essays that offer a feminist approach to moral agency and autonomy.

**In My Father's House: Africa in the Philosophy of Culture**, by Kwame Anthony Appiah. (Oxford University Press, 1991). \$29.95. A study of African philosophical, political, and literary writings on African identity.

**The Priority of Prudence: Virtue and Natural Law in Thomas Aquinas and the Implications for Modern Ethics**, by Daniel Mark Nelson. (Pennsylvania State University Press, 1991). 164 pages. \$28.50. Argues for a revival of an ethics of virtue centered on prudence; draws on Aquinas's writings in the *Summa theologiae*.

### POLITICAL SCIENCE

**The Foundations of American Citizenship: Liberalism, the Constitution, and Civic Virtue**, by Richard C. Sinopoli. (Oxford University Press, 1991). 208 pages. \$39.95. Includes new and previously published essays on the history of the American political system.

### PRIZES

**Freedom of the Press: Essays in the History and Critique**, by Louis H. Brandeis. (Indiana University Press, 1991). 310 pages. \$35. Includes new and previously published essays on the history of the American political system.

### RELIGION

**John as Storyteller: Narrative Criticism and the Fourth Gospel**, by Mark W. G. Stibbe. (Cambridge University Press, 1991). 200 pages. \$49.95. A literary-critical study of the work of the fourth Evangelist; focuses on Chapters 18 and 19.

### SOCIOLOGY

**Class, Community, and Collective Action: Social Change in Two British Coalfields, 1880-1926**, by David Gilbert. (Oxford University Press, 1991). 200 pages. \$29.95. Analyzes the collective response to strike actions in English and Welsh mining communities; of Huddell and Ynysybwl; focuses on reactions to a nine-month lockout in 1926.

### WOMEN'S STUDIES

**Women Transforming Politics: Worldwide Strategies for Empowerment**, edited by Jill M. Bystydzienski. (Indiana University Press, 1991). 240 pages. \$35 (hardcover). \$12.95 (paperback). Includes original essays on women's efforts to change power relationships in their societies.

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Initial correspondence should be received no later than October 15th, 1992. It should include a curriculum vitae, brief research proposal and the name of the proposed department of affiliation.

Correspondence should be addressed to:  
William Postdoctoral Fellowship Programme  
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## REQUEST FOR PROPOSALS FOR Scientific/Collaborative Research Opportunities in India, 1993

Opportunities for U.S. scientists to conduct collaborative work with Indian scientists in India will be available in 1993 under the Indo-U.S. Science and Technology Fellowship (STF) Program. Fields of research will include Atmospheric/Environmental Sciences, Biology, Biotechnology, Chemistry, Computer Software, Electronics, Forestry, Geology, Marine Science, Materials Science, Microelectronics, Oceanography, Physics, Solid State Electronics, and Water Resources. Other appropriate scientific fields may also be considered. Applicants must be United States citizens under 40 years of age, who have completed a doctoral degree and maintain an ongoing affiliation with a U.S. institution. U.S. scientists will receive round-trip air travel from their home institution to the research site in India, a settling-in allowance upon their arrival, and a monthly stipend throughout the period of their research. Research fellowships will be for a duration of 3-12 months.

Applications and proposals must be postmarked no later than August 15, 1992.

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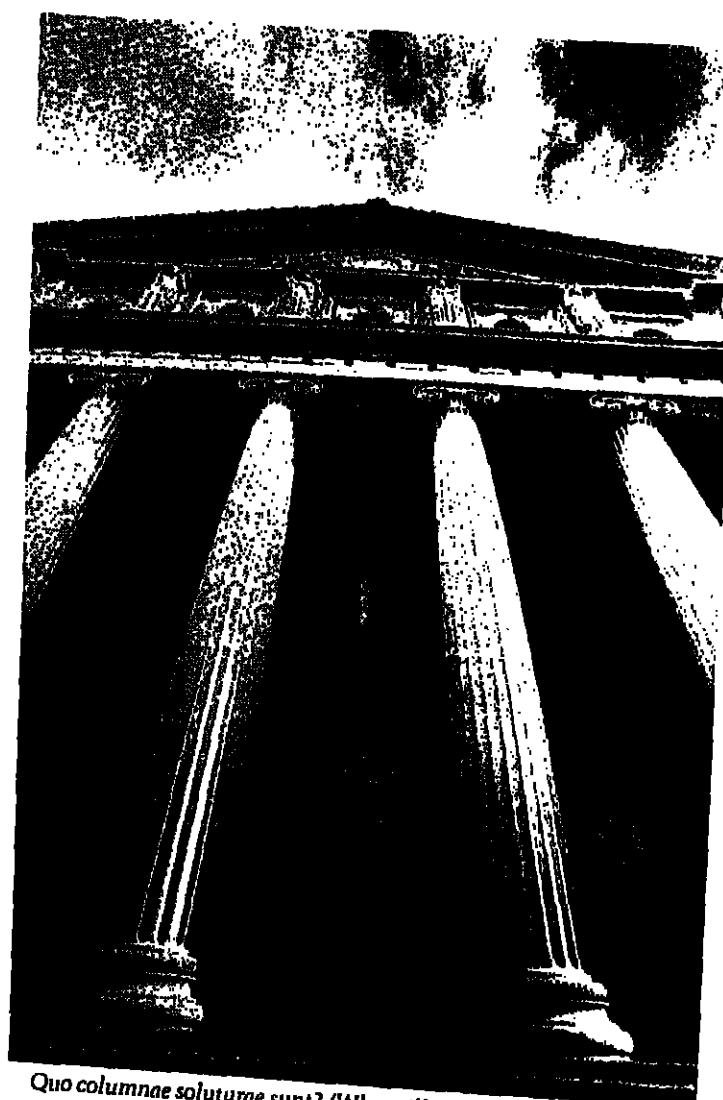
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Public confidence in college presidents rose slightly this year but is still down significantly from 1990, a survey by the pollster Louis Harris shows.

In 1992, only 25 per cent of Americans surveyed randomly said they had "a great deal of confidence" in people running universities. That figure was 21 per cent in 1991, down from 35 per cent in 1990. By comparison, 61 per cent of those surveyed in 1966 had such confidence in those running universities.

Mr. Harris, president of L. H. Research Inc., presented the figures at this month's annual meeting of the American Association for Higher Education. The theme of the conference was "Reclaiming the Public Trust."

In one session, Mr. Harris accused higher-education officials of having "ducked" public criticism. Another panelist—Mel Elfin, executive editor of U. S. News & World Report's survey called "America's Best Colleges"—told the audience that the erosion of public confidence was much more than a public-relations problem. He cited Congressional inquiries into scientific misconduct, a Justice Department investigation of college-tuition and financial-aid policies, and "tuition over \$20,000" as real problems that higher education must address.

Higher-education leaders, meanwhile, aren't the only ones suffering from a loss of confidence. Results of the 1992 Harris Poll found that only 10 per cent of those surveyed had a great deal of confidence in Congressional leaders. For law firms, the figure was 11 per cent; for the press, 13 per cent; and for the White House, 16 per cent.

Harvard University Law School—still facing criticism for the lack of any tenured minority women on its faculty—has established a fellowship to "enhance diversity in legal teaching."

Robert C. Clark, dean of the law school, announced the creation of the Charles Hamilton Houston Fellowship this month. Named after a black lawyer and educator, the fellowship will cover the cost of tuition and will award recipients a stipend of at least \$25,000 per academic year. Applications are now being accepted for 1992-93.

Meanwhile, nine students held a 24-hour sit-in in the hallway outside Mr. Clark's office last week to protest the lack of diversity on the law-school faculty. Derrick Bell, a black law professor at Harvard, has been on an unpaid leave of absence since 1990, saying he won't return until the law school hires a tenured "woman of color."

Of the 64 faculty members now at the law school, six are black men, five are white women, and the rest are white men. Three tenure-track appointments have been made so far for 1992-93—two of them are white women and one a white man.

## Personal & Professional

### A HAPPY ENDING

#### A 'Lost Generation' Scholar of American Poetry Ends His Long Odyssey for a Place in Academic

By SCOTT HELLER



Edward Brunner: "Suddenly, all the work I'd been doing in the corners of my life is my life."

Seventeen years and hundreds of failed job applications after finishing his Ph.D., Edward Brunner got a full-time teaching post this year.

He teaches modern American poetry at Southern Illinois University at Carbondale. Because he had already published two books, he was appointed as an associate professor and may apply for tenure early.

The odd jobs, the years working as a railroad dispatcher, a payroll clerk, and a county auditor, are behind him now. Reading poetry during his coffee breaks is a thing of the past. He is a scholar and teacher, full time. "Suddenly, all the work I'd been doing in the corners of my life is my life," he said.

Mr. Brunner, who is 46 years old, was a card-carrying member of academe's "lost generation," the humanities scholars who got degrees in the 1960's and early 1970's and never found steady academic work. Since finishing his doctorate at the University of Iowa in 1974, he had steadily tried to get an academic job, with no success (*The Chronicle*, May 23, 1990).

His fortunes changed in fall 1990, when he spotted a teaching opening in 20th-century literature in the Modern Language

Continued on Page A19

## MIT Professor Accuses Colleagues of 'Professional Harassment'

CAMBRIDGE, MASS. A professor of literature has sued the Massachusetts Institute of Technology for failing to stem "a pattern of professional, political, and sexual harassment" against her.

The lawsuit comes after months of turmoil involving faculty members in the literature section of MIT's School of Humanities and Social Sciences. Literature is one

of several sections in the school's humanities department.

Cynthia G. Wolff, who holds an endowed chair in humanities at MIT, claims that she has been subjected to "an unremitting campaign of verbal abuse and isolation" by some of her colleagues in literature. They did so, she alleges, because they opposed her more traditional approach to scholarship and because she

complained to the administration that personnel decisions in the section were "being dominated by political views and sexual preferences." She also contends they retaliated against her because she opposed the promotions of certain professors.

Several literature professors strongly denied the allegations but acknowledged that the section had faced unusual difficulties in recent years.

In 1991 a special committee was formed to examine whether the section's handling of a tenure case was fair and to consider its hiring and promotion practices.

Then last fall, Mark Wrighton, provost at the institute, suspended the literature section's right to make personnel decisions, according to the lawsuit and interviews with several faculty members. Since then, members of the section said they had been trying to resolve their differences.

### Called a "Traditional Liberal"

Ms. Wolff's allegations, made in a suit filed last week in Middlesex County Superior Court, include the following:

■ That her colleagues verbally abused her and excluded her from programs partly because she did not fall in step with their more radical ideological views. Ms. Wolff, who considers herself a feminist, is described by some of her colleagues in the section as a "traditional liberal." Far from being excluded, they say, she is a powerful member of the faculty.

■ That she tried repeatedly to teach in the women's-studies program at MIT but was excluded in retaliation for having cast a negative vote in the 1981 tenure-review case of Ruth Perry. Ms. Perry was then a junior faculty member but is now a professor of literature and is director of women's studies at MIT this academic year. (*The Chronicle*, May 23, 1990)

Continued on Page A18

## TIAA-CREF to Offer a New Retirement Fund Pegged to Investments in Foreign Securities

NEW YORK Higher education's largest pension companies plan to offer a new investment fund for retirement savings called the Global Equities Account.

The new account, which will be opened in July, will offer a "diversified portfolio consisting primarily of foreign and domestic common stocks," the College Retirement Equities Fund announced in a statement this week.

CREF, an equity investment fund, is the companion company to the Teachers Insurance and Annuity Association, a fixed-income fund. With \$104-billion in assets, the companies manage the retirement savings of 1.5 million employees at 4,800 institutions—roughly 1,900 of them colleges and universities.

"The dramatic breaking down of barriers between the world's capital markets is largely responsible for TIAA-CREF's decision to design and introduce the Global Equities Account," James S. Martin, CREF's executive vice-president, said in a statement.

"Recent and pending developments in Europe, the Far East, and Latin America

make it likely that foreign markets will continue to expand," he said, adding that the new account will "enable participants to invest more of their retirement savings in the growing international financial marketplace."

Company officials expect that at least 50 per cent of the account's assets will be in foreign securities, 25 per cent in domestic securities, and the rest in a mix that will vary at any given time.

### Fourth Since 1988

The Global Equities Account is the fourth new investment fund that CREF has introduced since 1988. In the 1980's, TIAA-CREF came under heavy criticism from some college officials and individual participants who complained that the companies offered limited investment options.

CREF's stock account, its oldest fund, manages assets of \$44-billion. About 14 per cent of that is invested in foreign markets.

Before TIAA-CREF participants can invest in the new account, their college and university employers must agree to make it available as part of their campus retirement plans.

—DENISE K. MAGNER

# New Inquiries on Teaching Loads Pose Tough Challenge for Colleges

Continued From Page A1  
teaching loads have long been part of the give and take between politicians and colleges. But this time the inquiries are being augmented by the nation's protracted economic problems and the continuing search for ways to limit the costs of higher education.

## It 'Isn't Going to Go Away'

In the opinion of some academic leaders, most professors have yet to appreciate the seriousness with which legislators and policy makers are looking at faculty productivity.

"This is a subject that isn't going to go away," says Robert Zemsky,

director of the Institute for Research on Higher Education at the University of Pennsylvania and head of the Pew Higher Education Research Program.

Patrick M. Cullan, a former vice-president of the Education Commission of the States, who has been studying higher-education policy issues in California, agrees. Citing broader concerns about productivity in the United States, he says: "Higher education is not going to be exempt from the economic, technological, and demographic pressures that are causing every type of institution we have to reconsider how to organize itself to get the job done."

Elsewhere, a legislative specialist for a state system of higher education says that while campus administrators "seem to understand what's afoot here, faculty members seem to be in denial."

## Contention at Temple U.

"They seem to think it's just a blip on the graph, and that somehow we'll get back to where we were," this analyst adds. "But administrators say, 'Not so; the times have changed.'"

At one institution where the issue has been joined, Temple University, the head of the faculty union accuses administrators of "unilaterally re-interpreting" a 1990

collective-bargaining agreement by reducing the "release time" from teaching that faculty members can get for undertaking externally financed research and other non-instructional responsibilities.

"They're pandering to the state legislature," says Arthur Hochner, president of the Temple Association of University Professionals. He accuses university officials of an "unprecedented" violation of contractual understandings about teaching loads. State legislators, he adds, "don't understand what faculty do. They think 12 hours is not a heavy load."

Julia A. Eriksen, the university's acting provost, rejects Mr. Hoch-

## Personal & Professional

ner's criticisms and says the faculty has responded positively. He told that, at a time of tight budgets, "one of the things we may have to understand collectively is we have to teach more."

"We have very clear data as we moved away from teaching a particularly from undergraduate teaching," Ms. Eriksen says. "Faculty have fewer contact hours with undergraduates now than did five or six years ago. We're really trying to do now move incrementally back" to earlier standard.

## No National Data

Across the country, there is widespread though largely undocumented perception that average teaching loads have declined in recent years. But while national data that might confirm such a trend not yet exist, officials at many institutions agree that other pressures on faculty members, particularly for more research and publication, have eaten into the teaching side of their typical work week.

In some states where new budget cuts have been severe, faculty representatives say layoffs

**"We could probably tell the Legislature to take a hike. But the other side of the coin is we depend on the Legislature for money."**

part-time instructors have eased the teaching loads of other faculty members to rise. A case in point is the California State University system, where the faculty union has accepted a legislative call to delay negotiating a plan to reduce a 12-unit teaching load to 9 units over several years.

"Legally, we could probably tell the Legislature to take a hike," says Robert Gurian, a lobbyist for the California Faculty Association. "But the other side of the coin is we depend on the Legislature for money. In this era of limits, somebody has to set priorities."

## 'Impossible to Document'

Mr. Gurian adds that, given political realities, "the faculty has to spend more of their time teaching."

Nationally, however, aside from surveys showing that professors have increasingly tended to regard research as crucial to their careers, no solid data appear to exist on trends in workloads.

"Higher education has been remarkably successful at not keeping records on this subject," says Mr. Zemsky of Pennsylvania's Institute. "It's simply impossible to document what everyone knows that teaching loads have declined."

James R. Mingle, executive director of the State Higher Education Executive Officers association, says institutions need to "inch faculty teaching loads back up, because they've dropped." Instead of the traditional norm of 10 courses a week, he says, the practice at many institutions seems to be closer to three or even two

## Personal & Professional



Edward Renfrow, state auditor of North Carolina: Professors' estimates of how much they work "should be viewed cautiously."

courses, meaning as little as six hours of teaching a week.

Anticipating a growing interest in the subject, Mr. Mingle's association is about to send its members in all states a comprehensive questionnaire about faculty workloads.

The survey will explore teaching-load standards, which kinds of faculty members teach courses at

different levels, the use of part-time instructors, faculty time devoted to research, faculty salaries, "reward structures," and faculty income from outside consulting. The survey also will seek to determine which states have or are considering policies, standards, or legislation on those subjects.

Mr. Mingle says he fears the de-

## Professors Who Teach More Are Paid Less, Study Finds

WASHINGTON

An academic researcher says he has found clear evidence that the more college faculty members teach, the less they are paid.

Preliminary findings from the study, which he says is the first of its kind, were reported at an Education Department seminar here by James S. Fairweather, senior research associate at the Center for the Study of Higher Education at Pennsylvania State University and associate professor of higher education at the university.

Based on data from 4,332 full-time, tenure-track faculty members at a wide range of four-year institutions, Mr. Fairweather presented these conclusions in draft form:

■ "The more time you spend on teaching, the less the compensation."

■ "The more hours in class per week, the lower the pay."

■ "The greater the time spent on research, the higher the compensation."

■ "Faculty who teach only graduate students get paid the most."

■ "The greater the number of refereed publications, the greater the income."

The data reviewed by Mr. Fairweather were drawn from a massive federal survey of faculty members that was conducted in 1987-88 but not assessed until

now for possible connections between teaching time and compensation.

He said the data covered a full range of four-year institutions, including research universities, other doctoral institutions, comprehensive institutions that concentrate on undergraduate education, liberal-arts colleges, and other four-year institutions,

**"The more hours in class per week, the lower the pay. The greater the time spent on research, the higher the compensation."**

primarily medical and engineering schools.

The researcher, who was actively involved in the larger study, said his more recent analysis documented "the domination of research and scholarship" in determining how much faculty members are paid in each institutional category.

"In most cases, teaching productivity is neutral" as a factor in compensation, Mr. Fairweather explained, and is "simply not rewarded." That leaves research and scholarship as the key to higher pay, he said.

An unexpected exception

velopment of an "unholy alliance" between "faculty who want to keep the teaching load down and conservative legislators who want to cut back on access" to higher education.

## Internal Solution Preferred

Academic institutions will be far better off, he says, if efforts to increase student-contact hours come from within as a result of negotiations between administrators and faculty members.

"I'd hate to see it come out of legislation," Mr. Mingle says.

Mr. Zemsky estimates that a "critical core" of up to 15 per cent of the faculty at many major institutions is "ready to engage in conversation" about productivity and teaching loads.

Some higher-education officials in the states are trying to capture the workload issue as their own before the legislative process gets too far along.

At the Arizona Board of Regents, Mr. Jordan says the questioning of faculty productivity means that higher education's political friends are "telling us we need to be responsive" to public concerns about access and cost. He says academic leaders should want to tackle those concerns head-on.

If colleges and universities want to hold on to their "piece of the pie," he adds, they need to be "forthright" about what faculty members do.

A lack of comprehensive or comparable data on how faculty members spend their time is being

Continued on Following Page

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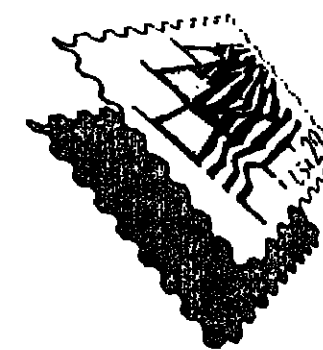
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—ROBERT L. JACOBSON



## New Inquiries on Teaching Loads Pose Tough Challenge for Colleges

Continued From Preceding Page  
seized upon by officials in some states as a major point of contention with academic institutions.

In North Carolina, State Auditor Edward Renfrow recently released a report on faculty workloads in the state-university system. The report says an effort to determine "the total amount of time faculty members spent 'on the job' . . . was complicated by the fact that, except for actual scheduled classroom hours, professors are not required to and do not generally maintain any formal documentation accounting for the time worked."

A section about faculty members' outside employment indi-

cates that the auditor's biggest concern is a lack of "formal, ongoing monitoring" of faculty activities by deans and department heads.

Some of the language used by Mr. Renfrow, who is seeking the Democratic nomination for Lieutenant Governor of North Carolina, may suggest why some people in higher education are nervous about political interest in workload issues.

### 'Tendency to Overestimate'

"In both our own survey and other published reports on this topic, professors generally reported spending 45 to 50 hours per week at their jobs," Mr. Renfrow writes,

continuing: "Such estimates, we believe, should be viewed cautiously. Aside from the obvious bias and tendency to overestimate, we noted most respondents included activities many non-university employees would not consider as part of a normal 'job-related' function, especially when conducted outside the usual workplace. Examples include reading professional magazines; consulting with colleagues; attending university-sponsored social, cultural, or athletic events; traveling (including commuting); 'thinking'; and engaging in secondary employment."

Meanwhile, Pennsylvania's Mr. Zensky is preparing to address

productivity issues in a forthcoming issue of the Pew program's newsletter, *Policy Perspectives*. He says the publication will examine a suggestion by Henry Rosovsky, university professor and former dean of the faculty of arts and sciences at Harvard University, that many institutions—Harvard included—may need to renegotiate the "social contract" by which faculty members are expected to give priority to teaching and other institutional responsibilities over outside activities.

"As a faculty," Mr. Rosovsky wrote last year in his final report as dean, "we must reach a new and explicit understanding concerning

## Personal & Professional

what we should expect of ourselves and our colleagues," he added: "If the status quo continues entirely without reform, the institution that creates and guarantees our freedom and independence may lose the ability to do so."

Elaborating in an interview, Mr. Rosovsky remarks: "There are more and more demands by constituencies for greater efficiency, for rules, for supervision. I know, I'm trying to keep Caesar Bay. I want us to be independent and set our own standards."

"Higher education has done a very poor job in explaining itself," Mr. Rosovsky says. "I think we need to explain ourselves to public, to the political sector, which we have really not tried to do."

## Personal & Professional

### A 'Lost Generation' Scholar Ends Long Odyssey for Place in Academic

Continued From Page A15

Association's job listings. He interviewed at the annual meeting in Chicago that December.

Only once before was Mr. Brunner invited to interviews at the MLA conference. That year, he couldn't get the time off from his Iowa City auditor's job to go.

Chicago was close enough for Mr. Brunner to sneak away. Later, he visited the Carbondale campus, and discussed his research with faculty members and students. The university made an offer, and Mr. Brunner made the move.

He is something of an academic Rip Van Winkle, waking up in a new scholarly world. But he has been an active scholar all along. Since finishing graduate school, he has published several journal articles and books on the poets Hart Crane and W. S. Merwin.

### MLA Book Award in 1986

He wrote much of the Crane book while working for the Rock Island Railroad. The book won a 1986 MLA award for best scholarly work by an independent researcher.

Mr. Brunner has had to catch up with recent literary theories and the new interest in multiculturalism. He teaches Indian captivity narratives in an American literature survey course, and said he noticed that more scholars are interested in Melville's Civil War poetry than he remembers from his days in graduate school. Gone, he

said, are the poetry of Sidney Lanier and the journal writings of John Woolman.

The professor believes that Southern Illinois hired him when so many other universities didn't because the campus attracts students who have been away from higher education for a while. "Everyone is sort of used to people whose careers have been interrupted," he said.

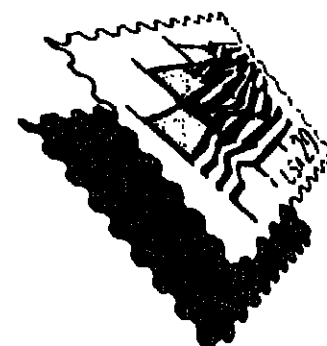
### 'We Thought We Were Lucky'

The long stretches on his résumé without academic employment didn't hurt, said Richard F. Peterson, chairman of the English department. "We thought we were lucky that someone so articulate and who had done so much scholarship was available," Mr. Peterson said. Mr. Brunner is one of nine professors hired by the department this year to replace faculty members who retired, left, or died.

Mr. Brunner has begun work on a third book, about the academic poetry of the 1950's, work that now receives less attention than that of the Beat poets. Next year, Mr. Brunner will teach his first graduate course—on the poets John Berryman, Robert Lowell, and Elizabeth Bishop.

"I wouldn't have thought it would have worked out quite so nicely," he said.

"It's a happy ending in Ed's case," Mr. Peterson added. "I just worry about all the others."



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### MIT Is Accused of Failing to End Harassment Pattern

Continued From Page A15  
director's post is rotated among faculty members.)

■ That the MIT administration failed to "remedy the malicious atmosphere."

Mr. Wright, the provost, declined to comment. Campus officials do not publicly discuss personnel matters or pending litigation, said Kenneth D. Campbell, spokesman for the institute.

Some MIT professors in literature said they were shocked at the news that Ms. Wolff had sued.

Ms. Perry called the lawsuit "absolutely out of the blue." She said

"There was a breakdown of civility that the institute has been well aware of, but has failed to remedy."

she had not sought to exclude Ms. Wolff from women's studies. "The women's studies program is run as a collective," she said. "No one person has authority in it. Cynthia Wolff has never submitted a course proposal."

### 'Preposterous' Action

David M. Halperin, a professor of literature who is among those criticized in the suit, said he would withhold comment until he saw the lawsuit, but added: "The whole thing seems preposterous."

Ms. Wolff declined to elaborate on the suit and referred questions to her lawyer, Stephen H. Oleskey. Mr. Oleskey said Ms. Wolff had been treated as even more of an outcast after she became a "whistle blower" in alerting the administration to what she viewed as problems in personnel decisions made by the literature faculty.

"There was a breakdown of civility that the institute has been well aware of, but has failed to remedy," Mr. Oleskey said.

Ms. Wolff is seeking an unspecified amount of compensatory damages and a declaration that her contractual rights were violated.

—DENISE K. MACNEIL

### NEW BOOKS ON HIGHER EDUCATION

It may be necessary to add state tax to the cost of books listed below. Discounts may be available to scholars and to people who order in bulk.

**Beating the College Blues: A Student's Guide to Coping With the Emotional Ups and Downs of College Life**, by Paul A. Grayson and Philip W. Meilman (Pacis on File, 460 Park Avenue South, New York 10016; 231 pages; \$19.95). Topics, discussed in question-and-answer format, include changing family relationships, test anxiety and study habits, eating disorders, alcohol and drug use, and sexuality, sexual harassment, and rape.

**A Cultural Analysis of Student Life at a Liberal Arts College**, by Maribeth Durs and E. Marilyn Schaeffer (Edwin Mellen Press, Box 450, Lewiston, N.Y. 14092; 127 pages; \$49.95 prepaid). A study of student culture at Saint Leo College.

**Effective Communication for Academic Chairs**, edited by Mark Hickson, III, and Don W. Stocks (State University of New York Press, State University Plaza, Albany, N.Y. 12246; 231 pages; \$44.50 hardcover; \$14.95 paperback, plus \$3 for shipping). Contains essays on such topics as managing grievances, departmental assessment, motivating faculty members, external public relations, and communicating with administrative peers.

**The Historical Development of the University System of Georgia, 1832-1990**, by Cameron Fincher (Institute of Higher Education, University of Georgia, Athens, Ga. 30602; 186 pages; \$26 prepaid; make checks payable to the institute).

**Management Ratios #8 for Colleges and Universities**, by John Minter (National Data Service for Higher Education, 2400 Central Avenue, Suite B-2, Boulder, Colo. 80301; 416 pages; \$15, plus \$10 for shipping). Presents data for financial-ratio comparisons among reporting U.S. institutions.

**Peterson's 1992 College Money Handbook**, (Peterson's Guides, Department 2300, P. O. Box 2123, Princeton, N.J. 08543; 369 pages; \$19.95,

plus \$4.75 for shipping). Discusses costs and financial-aid opportunities at more than 1,700 four-year institutions in the United States.

**Students Abroad—Strangers at Home: Education for a Global Society**, by Norman L. Kauffmann and others (Intercultural Press, P.O. Box 700, Yarmouth, Me. 04096; 194 pages; \$19.95, plus \$3 for shipping). Shows how study abroad can promote students' intellectual and personal development, as well as help them gain an international perspective for an increasingly interdependent world; proposes a theoretical framework for the evaluation of the study-abroad experience, and offers recommendations for improving programs and integrating them into the curriculum.

**Summary Statistics: Annual Survey of Colleges, 1991-92** (College Board Publications, Box 886, New York 10101; 78 pages; \$25, plus \$2.95 for shipping; request item no. 239375). Presents 68 statistical tables on financial aid, admissions, selectivity, retention, and other variables; also available is *Full Enrollment 1990* (113 pages; \$25, plus \$2.95 for shipping; request item no. 236179), a companion volume that lists undergraduate and graduate enrollment figures for the institutions that contributed data to *Summary Statistics*.

**Text and Teaching: The Search for Human Excellence**, edited by Michael J. Collins and Francis J. Ambrosio (Georgetown University Press, International Center, Room 111, Washington 20057; 161 pages; \$20). Contains essays transcribed from two Georgetown University symposia in which educators and other speakers were asked to speak about texts that have significantly affected their lives.

**Who's Doing What? A Directory of U.S. Organizations and Institutions Educating About Development and Other Global Issues** (American Forum for Global Education, 45 John Street, Suite 908, New York 10038; 273 pages; \$20, plus \$3 for shipping). Presents profiles of educational programs at 250 institutions and organizations, including colleges and universities.

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Virginia Polytechnic Institute and State University has included an experimental graphic in a new electronic version of a print journal for teacher educators.

The electronic edition of the publication, *The Journal of Technology Education*, includes articles in ASCII, the standard format for on-line journals published on Bitnet and Internet. A single illustration is available in a separate "Postscript" file.

On-line journals with illustrations are still rare, largely because the technology to transmit graphics in digital form is not well developed. "It seemed appropriate to try out a high-tech distribution system with a journal on technology education," says Mark Sanders, an associate professor of vocational and technical education and the journal's editor.

Mr. Sanders says the free electronic journal, published by the university's Scholarly Communications Project, will not be a threat to the print version, which is available by paid subscription. The print journal has "a better appearance," he says.

When Susquehanna University students run into problems with their computers, they can call the "Byte" hotline.

The hotline, which operates from 8 a.m. until midnight, is run by students who belong to the Computer Consultants Project. The students live in the same residence hall, so someone is always available to answer the phone.

The hotline receives about 25 calls a week, says Rick Keller, an information-systems major and the project's manager. "The hotline was developed to give students a convenient way to get help without having to run all over campus," he says.

The project also finds tutors for students who need extra help in learning how to use computers and offers computing workshops for middle-school students.

McGraw-Hill's College Division is making selected interviews from the MacNeil/Lehrer NewsHour available to academics on three videotapes.

The demonstration tapes include economists and politicians analyzing the Bill of Rights, the fall of Communism in Eastern Europe, and current economic trends in the United States. The videotapes include explanatory text and are accompanied by printed instructional manuals.

The videotapes were created to introduce academics to a new program called "Quarterly Reports" that McGraw-Hill will start next fall. The three demonstration tapes are free. An annual subscription to the hour-long quarterly reports will be \$200.

For more information and a sample tape, contact Scott Hardy, McGraw-Hill Inc., 501 West Trails, Grayslake, Ill. 60030; (708) 223-2506.

## Information Technology



Kenneth M. King, president of EDUCOM: "When you ask where is the locus of strong federal leadership in the current management scheme, it is nowhere to be seen."

### Debates on Access, Expense, and Management Rage Over Development of High-Speed Computer Network

By DAVID L. WILSON

Scholars, scientists, schoolteachers, and business leaders have high hopes for the National Research and Education Network—the super-fast highway for transmitting data that is now being developed. But some people are likely to be disappointed, at least in the short term.

Would-be users will need political backing from Congress and the Bush Administration, which so far have linked the program to problems faced by scholars in the hard sciences, giving short shrift to needs of other users. Users will also need technical support from experts and money to install hardware and get connected to the network. In the coming years, tight budgets—both within government and at institutions—will pit some users against others, and will mean that some users will be connected before others.

Questions about who will be able to use the NREN are just one set of problems facing a broad coalition of supporters as they grapple with ways to bring the NREN up to speed. The project, which is still largely in the design stages, is expected to cost the federal government \$1-billion over the next five years.

#### Concern Over Fragmentation

The high-speed network will enable scientists to work with supercomputers from distant locations and allow the high-quality transmission of moving pictures and virtually instantaneous transmission of an entire book, for example.

Supporters will have to solve many technical, organizational, and policy problems before the network can perform as advertised.

For example, many supporters complain that they have had little say in the development of the NREN because its management is fragmented—nine federal agencies are responsible for developing different parts of the network.

Others say the agencies that are building key parts of the NREN are ignoring the larger needs of the nation to focus on their own agendas. Arguments also rage over how and when the network will switch from federal to private control, what access to

could do everything all at the same time, but we don't have infinite resources," says Laura Breeden, executive director of FARNET, a non-profit association of organizations interested in the use of networks in education and research. "Some choices will have to be made."

#### 'Too Many Demands'

Thomas A. Egan, executive director of the Center for the Study of Connectivity and Data Bases at West Chester University, says, "The conflict that's arising is too many demands on too limited resources."

Still, Mr. Egan has high hopes for the network. "The audience I want to work with is a person who looks at this as a new definition of a library," he says. "We want to move graphics, video, things that take up a lot of space on the network." He also wants to make sure that schoolchildren, from kindergarten through high school, will have access to the NREN.

He admits that his goals are unlikely to be achieved in tough economic times. "I'm afraid that in a situation like this, new endeavors will be left out."

**"Some of us keep hoping that the government will support this thing forever, and we really won't have to deal with a corporate environment."**

the network will be given for commercial uses, and how the network's development will be managed.

The most difficult problem to overcome, however, may be the fact that everybody wants access to the NREN. No one is sure exactly how much the NREN will cost users. But there are two types of costs involved: those for wiring places that currently have no networking capabilities, and those for actually using the network. In both cases, broad access would probably be expensive, and someone would have to foot the bill.

"Given an infinite number of dollars, we

Many people agree with him. "Unfortunately," says David J. Binko, director of academic computing at the Johns Hopkins University, "the quantitative sciences are going to have an easier time justifying their need for this than the humanities or the non-quantitative sciences."

Hard sciences have an advantage in part because the legislation authorizing financial support from the government for development of the NREN was aimed at solving important scientific problems. Those

Continued on Page A24



## TECHNOLOGY UPDATE

- Program monitors individual computers on a large network
- Use of copyrighted material in electronic form is examined
- Researchers compare use of print and electronic information

Engineers at Carnegie Mellon University have developed a program that monitors the operation of computers on a large network.

Ronald P. Bianchini, Jr., assistant professor of electrical and computer engineering, says his department has nearly 200 sophisticated workstations of several different designs linked together. For some tasks, the power of all those computers is required for a single prob-

lem. Traditionally, in those types of operations, one computer in the network is assigned to make sure that all the other computers are working properly.

"For that one machine to test all the other machines took about 90 minutes," says Mr. Bianchini. That time could be better spent solving the problem at hand, and the tests themselves tended to clog the network.

The new program can perform

the work of the one machine in one minute. "Basically, this algorithm requires a minimum of network resources," says Mr. Bianchini, which frees resources to work on the problem.

The algorithm may also be used with supercomputers that have massively parallel processors, he says.

For more information, contact Mr. Bianchini, Department of Electrical and Computer Engineer-

ing, Carnegie Mellon University, Pittsburgh 15213; (412) 268-7105; RPB@ECE.CMU.EDU.

The Copyright Clearance Center is conducting a pilot study to find out how businesses would use copyrighted materials in electronic form.

Concern over copyright violations has limited the development of electronic journals and other publications, which are easy to duplicate and transmit.

Four companies are involved in the pilot program, says Joseph S. Allen, vice-president of the center. "We've learned a fair amount about how not to go about licensing in the electronic environment from the projects, and we're taking

those lessons and moving along," he says.

For the study, materials—primarily technical journals—will be on optical disks. The companies are allowed to set up electronic data bases for internal use only.

"We hope to be expanding pilot project fairly dramatically the near future," says Mr. Allen. One of the critical questions publishers, he says, is the large such data bases on subscription.

For more information, contact Mr. Allen, Copyright Clearance Center, 27 Congress Street, Salem, Mass. 01970; (508) 744-1111; 761-50-3207 or COMPUSERV@CCLC.

Researchers at two Canadian universities want to find out how and why people use same information differently when it is in print and electronic form.

Tom Carey, a professor of computing and information science at the University of Guelph, and Mitterer, an associate professor of psychology and computer science at Brock University, say they hope results from the On-Line Information Project will make research on computers and more effective.

The researchers have discovered that people use standard book features, such as the table of contents differently on line than in print. "When people use an index, sometimes they use it to go to specific words on which they use keyword search," says Mr. Carey.

"We also want to find out what kind of tactics are being used by the people who find information faster than other people," he says.

The research is being conducted with technical manuals provided by the International Business Machines Corporation. It is being funded by a \$270,000 grant from the Ontario government.

For more information, contact Mr. Carey, Department of Computing and Information Science, University of Guelph, Guelph, Ontario, Canada N1G2W1; (519) 862-4120, ext. 3310; TCAREY@UOUELPH.CS.UGUELPH.CA.

—DAVID L. WILSON

## Briefly Noted

■ *Mirror Worlds: The Day Before Puts the Universe in a Box*, a computer exploration of the world in microcosm by David G. Mitterer, an associate professor of computer science at Yale University, is available for \$24.95 from Oxford University Press, 200 Madison Avenue, New York 10017; (800) 451-7556 or (212) 679-7300.

■ The 1992 edition of the *Directory of U.S. Government Documents for Microfilm and Microfiche*, with descriptions of 1,500 titles containing federal numeric and textual data, is available for \$2 from the National Technical Information Service, Springfield, Va. 22161; (703) 487-4650.

■ *DECnews for Education and Research*, a new monthly electronic newsletter published by Digital Equipment Corporation, is available to academics on Bitnet and Internet. To subscribe, contact DECNEWS@MR4DEC.ENET.DEC.COM.

## Information Technology

## Agency Told to Release Data Stored on Computer Tape

COLUMBUS, OHIO—The Ohio Supreme Court has ruled that a public agency must make information stored on computer tape available on tape if that is the form in which it is requested.

The ruling came in a suit filed last November by Barbara H. Margolius against the City of Cleveland and its police department.

Ms. Margolius, a doctoral student at Case Western Reserve University, is doing operations research for a degree in applied mathematics. She had asked for records of police activities from 1980 to the present. The records were stored in an electronic data base, and Ms. Margolius said she needed the data in electronic form, along with a guide to their organization on the tapes, to perform a computer analysis of the way the city deployed its police force.

The police department refused to supply the information on tape but offered to provide the records in printed form if Ms. Margolius would pay the cost of a print-out. Ms. Margolius contended that a print-out would be 8 to 10 feet high and fill 13 computer boxes. A paper

copy would make computer data analysis impossible, she said, because of the time and expense required to transfer data from paper to computer.

Ms. Margolius said that the department had deliberately attempted to thwart her research. She argued that letting a government agency provide information in any form it wanted "diminishes the utility of the information to the public." Records should be available in the form in which they were created, she contended.

## Unanimous Ruling

The city argued that a government agency can choose the most convenient form in which to make documents available. It contended that the amount of computer and personnel time required to fulfill requests for records on tape would interfere with its other functions.

In his opinion, which represented the unanimous view of the court's seven members, Judge Craig Wright concluded that "a government agency must allow the copying of the portions of comput-

er tapes to which the public is entitled if the person requesting the information has presented a legitimate reason why a paper copy of the records would be insufficient or impracticable, and if such person assumes the expense of copying."

The ruling continued: "A set of public records stored in an organized fashion on a magnetic medium also contains an added value that inherently is a part of the public record." In this case, "the added value is not only the organization of the data but also the compression of the data into a form that allows greater ease of public access."

Judge Wright said the court did not find the police department's argument about the time required to provide tapes "particularly compelling," especially since the department had admitted earlier that the task would take 10 minutes. "Even if the city were to receive 12 such requests in a month," he said, "the resulting two hours of time dedicated to copying tapes hardly justifies hindering meaningful access to public records."

—BEVERLY T. WATKINS

## NEW COMPUTER SOFTWARE

The following list of computer software has been compiled from information provided by the publishers or by companies marketing the programs. Prices are subject to change without notice. For information about specific applications and hardware requirements, contact the companies directly.

## COMPUTER PROGRAMS

**Bibliographies.** "EndNote Plus," for IBM PC and compatibles. Stores up to 32,000 records and generates bibliographies in styles used by many academic journals; scans papers for citations in the text and produces a reference list at the end; generates bibliographies for documents saved in RTF or ASCII text; \$249; quantity discounts available. Contact: Niles & Associates Inc., 2000 Hearst Street, Suite 200, Berkeley, Cal. 94709; (510) 649-8176.

**Biology.** "Action Potential Tutorial," for Apple Macintosh. Uses "HyperText" and animations to help students understand action potentials; includes membrane potentials, the voltage clamp, the sodium action potential, refractory periods, and axon conduction; \$29; quantity discounts available. Contact: Intellimation, Department GAPA, Box 1530, Santa Barbara, Cal. 93116-1530; (800) 846-8355 or (805) 685-2100.

**Foreign languages.** "Multi-Lingual Scholar, Version 4.0," for IBM PC and compatibles. Allows users to write and edit documents in five alphabets—Arabic, Cyrillic, Greek, Hebrew, and Latin—without modifications to the computer; includes spell-checking dictionary; Font Scholar creates custom fonts; \$365; quantity discounts available. Contact: Gamma Productions Inc., 710 Wilshire Boulevard, Suite 609, Santa Monica, Cal. 90401; (310) 394-8622.

**Graphics.** "Stanford Graphics for Windows," for IBM PC and compatibles. Creates statistical charts and graphics for presentations; lets users analyze and manipulate data on the screen; contains 160 graph types in 2-D and 3-D, plus autoprocedural histograms, bubble plots, group maps, box-whisker plots, and more; \$372. Contact: 3-D Visions Corporation, 2780 Skyway Drive, Torrance, Cal. 90505; (800) 729-4723 or (213) 325-1339.

**Graphics.** "SlideWrite Plus for Windows," for IBM PC and compatibles. Provides scientific graphics, curve fitting, data transformation, and statistical analysis for technical presentations; contains scalable Nimbus-Q fonts and clip art in vector format; illustrations include arrows, chemical

symbols, flow charts, icons, scientific apparatus and symbols, signs, and more; accepts data from Lotus and ASCII files; \$445; quantity discounts available. Contact: Advanced Graphics Software, 3825 Avenida Encinas, Suite 105, Carlsbad, Cal. 92008; (619) 931-1919.

**Medical data bases.** "Medical Computing Resource Guide, Version 3.0," for IBM PC and compatibles. A collection of information sources and services for medical professionals who use computers; includes references to periodicals, books, video, and audio tapes and software, on-line services, professional organizations, and more; \$15. Contact: Resource Systems Management Inc., 3300 Mitchell Lane, Suite 390, Boulder, Colo. 80301; (303) 441-2836.

**Medical data bases.** "MDX Health Digest," for IBM PC and compatibles. Contains summaries of articles from 200 medical and health-care periodicals dating to January 1988; categories include newsletters and magazines, newspapers, medical-school and hospital publications, medical journals, and general-interest magazines; \$899; updated three times a year. Contact: Parlay International, 5900 Hollis Street, Suite Q, Emeryville, Cal. 94608; (800) 457-2752 or (510) 601-1000.

**Telecommunications.** "MacPing, Version 2.0," for Apple Macintosh. Network utility program checks up to 60 computers simultaneously for problems; tells technicians whether a problem involves a single computer or the entire system; \$69; site licenses available. Contact: Computing Services, Dartmouth College, Hanover, N.H. 03755; (603) 646-2643.

**Utilities.** "Q & D Database, v.4," for IBM PC and compatibles. Lets users create data-base applications for "Windows" without programming, including check, combo, list, and text boxes, as well as pictures, radio buttons, scroll bars, and more; stores image data or bitmapped files directly in the data base; \$59. Contact: Pioneer Software, 5540 Centerville Drive, Raleigh, N.C. 27606; (800) 876-3101 or (919) 859-2220.

**Optical disks.** "Monographs in Education, Set One: Education Overview," for CD-ROM players used with Apple Macintosh or IBM PC and compatibles. Includes back-of-the-book indexes from books and monographs on education from core collections in *Books for College Libraries, Third Edition*; allows Boolean searching by subject and proper name; "Retrospective Collection," based on 100 titles up to 1988, \$650; "Current Collection," based on 100 titles from 1988 to the

present, \$550 updated annually, \$650 updated semi-annually; "Cumulative Combined Collection," \$950 updated annually, \$1,200 updated semi-annually. Contact: International Archives Institute Inc., 105-B Douglas Court, Sterling, Va. 22170; (800) 833-3627 or (703) 318-7788.

**Environmental data bases.** "SWRA Selected Water Resources Abstract," for CD-ROM players used with IBM PC and compatibles. Contains 235,000 citations and abstracts from literature on the characteristics, conservation, control, use, and management of water resources published since 1967; includes metropolitan water-resources planning and management, water-related aspects of nuclear radiation and safety, conservation of water, water-related aspects of the social, life, and physical sciences, and more; \$1,295 annually; updated quarterly. Contact: Compact Cambridge, 7200 Wisconsin Avenue, Bethesda, Md. 20814-4823; (800) 843-7751 or (301) 961-6750.

**Government data bases.** "FDA-ON CD-ROM," for CD-ROM players used with IBM PC and compatibles. Contains full text of federal statutory, regulatory, judicial, and administrative information on foods, drugs, cosmetics, and medical devices; \$2,300 annually; updated monthly. Contact: FD Inc., 600 New Hampshire Avenue, N.W., Suite 355, Washington 20037; (800) 332-6623 or (202) 337-0432.

**Government data bases.** "Medical Devices on CD-ROM," for CD-ROM players used with IBM PC and compatibles. Contains full text of source documents on federal regulation of medical devices from the Food and Drug Administration; \$1,485 annually; updated quarterly. Contact: FD Inc., 600 New Hampshire Avenue, N.W., Suite 355, Washington 20037; (800) 332-6623 or (202) 337-0432.

**Government data bases.** "ICFA-ON CD-ROM," for CD-ROM players used with IBM PC and compatibles. Contains full text of statutes, federal regulations, decisions and rulings, and manuals of the Health Care Financing Administration; \$1,485 annually; updated monthly. Contact: FD Inc., 600 New Hampshire Avenue, N.W., Suite 355, Washington 20037; (800) 332-6623 or (202) 337-0432.

**Medicine.** "Exploring the Basic Structure of the Brain," for videodisk players used with IBM PC and compatibles. Pictures of brain slices, animation, and commentary help students understand the brain's structure; students explore the internal structures in three dimensions: planes—coronal, sagittal, and horizontal; \$910 for members; \$1,300 for others. Contact: Health Sciences Consortium, 201 Silver Cedar Court, Chapel Hill, N.C. 27514-1517; (919) 942-8731.

The Learning Society:  
Back at Berea

By Bernard R. Clifford, Ph.D.  
Apple Computer, Inc.



It was raining cats and dogs the day I arrived at Berea College to speak at the dedication of its new library wing and computer center. My speech, "Building the Virtual Library," was about the future of information retrieval. But I was hard-pressed to retrieve the information I needed most that morning—the whereabouts of the ceremony.

After circling the campus for 20 minutes, Apple regional manager Tom Fitzgerald and I stopped our car in a parking lot and stepped out into the rain to try to get our bearings. A young Berea student took pity on us, insisted on driving with us right to the entrance of Hutchins Library, and then, knowing we were late, refused our offer of a ride back to her own car. I was struck by her generosity of spirit—and I knew I was back at Berea.

Almost two decades had passed since my last visit. In 1965, on my way to a voter registration drive in Mississippi, I stopped at Berea to attend a workshop. I came knowing only that the campus was in the South, and that we'd be staying in student dorms. I was more than a little nervous.

But what I found was a safe harbor—a peaceful, beautiful campus on a ridge in the Cumberland Mountains, overlooking Kentucky's bluegrass country—where young people, black and white, had gathered to learn about nonviolent protest. We heard from philosophers and political activists, as well as linguists and physicists. The experience was unforgettable.

Berea has always been—and remains—a special place. Founded by abolitionist churchmen in the late 1850s, the school has had a longstanding commitment to interracial education in a Christian context. It was shut down during the Civil War, but its first catalog (1866-67) announced that the "Berea Literary Institute" had an enrollment of 187 students, of which 96 were black and 91 were white.

In 1904, a Kentucky state law called the Day Law banned interracial education. When the U.S. Supreme Court upheld that law, Berea's trustees raised \$400,000 to endow a new school for black students—Lincoln Institute, located near Louisville. When the Day Law was amended in 1950, Berea College immediately enrolled black students once again.

Located in the heart of Appalachia, Berea remains committed to educating those who have to overcome poverty to realize their dreams. In fact, as its catalog states, Berea is probably the only college in the nation that turns away otherwise qualified students because they don't have financial need. There is no tuition charge, and each of Berea's 1,500 students works part-time in a college job to help defray living expenses.

When I'd writing the rain from my clothes and taken my place on the podium, I talked about my first visit to Berea. I said that I knew Berea's library was named for two of the college's distinguished past presidents—William J. Hutchins and his son Francis S. Hutchins. "But to me," I said, "it also summons the spirit of another great educator and a personal hero of mine—Robert Maynard Hutchins. In fact, I took the name for this column from Hutchins's book, *The Learning Society*."

After the ceremony, Berea's current president, John B. Stephenson, wondered whether I realized that Robert Maynard Hutchins was the son of William and the brother of Francis. "The way we see it," he chuckled, "Bill Hutchins saved his most gifted son—Francis—for Berea, and sent young Bob off to Chicago to see what he could do for the university there."

I hadn't made the connection—and I spent much of that day hearing more about the Hutchins family, including the stories of Francis's widow, Dr. Louise Hutchins, who is now in her eighties and led a remarkable life as a physician and a missionary.

When I got back home, I began reading *Unseasonable Truths*. Harry Ashmore's 1989 biography of Robert Maynard Hutchins. The more I thought about it, the more I realized that the educator I'd long admired and the college I'd long admired had much in common.

Hutchins is often remembered for yanking the University of Chicago, kicking and screaming, out of Big Ten football competition. And of course he is associated with a college curriculum that emphasizes the "Great Books." But, as Thomas Brinkley pointed out in *Educational Studies*, Hutchins's greatest contribution was his insistence on injecting the theme of ethics into educational discourse. In shaping his vision of American education, he asked: How should people behave in a good society? What kind of education leads to an ethical life?

He argued, with pre-postmodernist clarity and conviction, that higher education ought to be a quest for universal truths, and that teachers must help students learn how to think, inquire, and express themselves as they undertake this lifelong search.

Finally, Hutchins was a champion of civil rights. He fought for freedom of speech and political thought, and challenged Congressional witch-hunts during the McCarthy era.

For me, being back at Berea was a chance to reconnect myself to these values. It was, in this sense, a real back-to-basics education.

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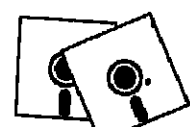
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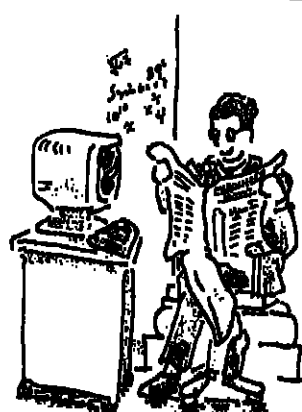
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## Information Technology

### Frustrations Seen for Eventual Users of U.S. Network

Continued From Page A21  
"Grand Challenges" were deemed by Congress to be critical to the nation.

Beyond the financial issues are organizational ones. Responsibility for implementing the NREN is divided among the nine federal agencies, led by the National Science Foundation. Financial support for major portions of the program comes from industry and higher education.

### Agencies Look to Constituents

Many of the agencies involved in developing the NREN are more interested in solving questions that are important to their own constituencies than in building a network, says Kenneth M. King, president of EDUCOM, a consortium of more than 600 colleges and 100 corporations with interests in computer technology. The agencies are putting resources into items that may largely benefit only people associated with those agencies, he says.

For example, the Department of Energy might install a high-speed connection for two of its research centers in different areas of the United States. Under certain conditions, that connection might not be accessible to those outside the agency.

"In some sense the game of building the NREN is to try and co-opt the agencies into both fulfilling their requirements and making the maximum possible investment in the common infrastructure," Mr. King says.

Getting nine federal agencies actively involved in developing the NREN assured political and financial support for the network, but it has created another problem. Critics say it is difficult to influence the development process because there is little coordination among the agencies.

Mr. King is also chairman of the Federal Network Council Advisory Committee, which theoretically has a role in the network's development. He agrees with the critics. "When you ask where is the locus of strong federal leadership in the current management scheme, it is nowhere to be seen," Mr. King says.

"From the perspective of the agencies, there is no management problem," he says. "From the perspective of the higher-education and the business communities, which are investing \$30 in this development for every dollar the federal government is putting in, there is a problem in that we have little influence over management."

### New Management Planned

The Bush Administration is aware of those problems and will soon set up a new management entity, says Bruce W. McConnell, acting chief of the information-policy branch at the White House Office of Management and Budget. "We're going to make it more coordinated than it is now, and there will be some sort of central point of contact at least to be able to talk about where the program is going rather than having to talk to each

## Information Technology

agency," says Mr. McConnell, who made his comments after he gave a speech on networking last month.

Another critical issue that has caused much debate is the operation of the NREN after federal support ends. Eventually, network operations will be taken over by a private company or companies. Some fear that less wealthy institutions could be priced out of the network when that happens.

"There will come a time when the government will seek to transfer ownership, operation, funding, or pieces of those, to the private sector," says Mr. McConnell. "The key issue is not will we privatize, but when, and how do we get there."

### Operations Called Amateurish

Judith H. Franklin, director of information technology at the University of Minnesota's Carlson School of Management, says, "Some of us keep hoping that the government will support this thing forever, and we won't really have to deal with a corporate environment."

But William H. Graves, associate provost for information technology at the University of North Carolina at Chapel Hill, says that most people are resigned to the idea that the government will eventually stop running the network. Others say they look forward to that time, arguing that many current network operations, particularly those performed by colleges and universities, are amateurish and unreliable.

A network run for profit would create problems for some institutions, many of which have been insulated from the full costs of computer networking. The government essentially subsidizes access to the Internet, a network of networks that already exists, and a similar



Laura Breeden of FARNET: "The program is not cast in stone. This thing is still open to debate and political inputs."

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A network run for profit would create problems for some institutions, many of which have been insulated from the full costs of computer networking. The government essentially subsidizes access to the Internet, a network of networks that already exists, and a similar

arrangement is likely for some time with the NREN. Smaller institutions will not be able to afford access to the NREN without some sort of continued federal support, which would be difficult to guarantee at this point. "The issue," says Mr. Graves, "is who pays and what the price is."

Others say they are worried about commercialization, an issue

that has already caused concern on the existing Internet, which can be thought of as a slower version of the NREN. Many do not want their electronic mailboxes cluttered with material that is not directly related to their research. Mr. Binko says he is getting increasingly frustrated by companies that have paid for access to the Internet and have sent messages inviting him to examine their software.

"It makes my blood boil," he says. "You know, 'What are you Philistines doing here in our sacred temple of research?'" Mr. Binko says the network's usefulness to scholars would be significantly reduced if they had to spend hours wading through "junk mail."

"At the same time," he says, "I recognize that this stuff is expensive, and we can reduce costs by allocating them to the commercial environment. That's reality."

### Other Obstacles Seen

Allowing increased commercial use of the network will also encourage the development of more applications, such as computerized directories, data bases, and services. Congress currently is examining the issue of allowing easier access by companies to the network.

Other, less divisive issues that pose obstacles to the smooth development of the NREN remain, including needs for:

■ Software that will make the NREN easier to use than its cousin, the Internet. New software will

also let some transmissions have priority over others, and track use of the network so that fees can be assessed based on usage.

■ Revolution of copyright concerns, which have limited development of network applications.

■ Better security measures, to encourage the use of the NREN by those using sensitive information.

■ The development of directories—like telephone books—that will tell users how to find people and services that can be reached through the network.

Despite the array of problems, supporters say the technical and policy questions can probably be worked out. Some version of the NREN will be developed, they say. "The question is, whose vision will be implemented? Will the NREN be a high-speed network used solely by high-powered researchers and corporations, or will it embrace those largely shut out of national networks today?"

"The time is right for a real debate," says Ms. Breeden. "The program is not cast in stone. This thing is still open to debate and political inputs."

She adds: "There will come a time when the funding will come to connect public libraries and school districts and community colleges. I don't think there are going to be big winners and big losers."

Mr. McConnell agrees: "The NREN can be all things to all people. We just have to figure out how to pay for it."

## Gigabits Aside, People Can't Seem to Agree on Best Use of Planned High-Speed Network

Ask a dozen people for a definition of the National Research and Education Network and you will get a dozen different answers.

Everyone involved agrees on a broad goal for the NREN: By 1996, the network should be able to carry data at speeds as high as a gigabit, or one billion bits a second, the equivalent of transmitting the contents of an entire encyclopedia as fast as one could turn a single page.

Beyond that, visions of the NREN differ dramatically. Some think it should offer access to a broad variety of people. Others believe it should have a more narrow base of users—primarily those who require extremely high speeds for data transmission.

The ideas for possible uses of the NREN are virtually limitless. Scientists hope to use the NREN to control instruments on the other side of the world. Scholars see it as a means of improving communications. Librarians want to use it as a means of delivering whole books via computer at the touch of a button. Schoolteachers say it will revolutionize the curriculum for elementary schools by giving them access to resources around the world. Businesses see a chance to improve productivity and reap profits in sales of services offered through the network.

### Faster Version of Internet

Technically, the NREN can be thought of as a faster version of the Internet, an existing network of networks. The Internet's top speed currently is 45 megabits, or 45 million bits per second. At that speed, 50 single-spaced pages could be transmitted in a second; in that

same amount of time, a gigabit network running at top speed could transmit more than 30,000 pages.

The NREN is not really an object. It is more like an administrative arrangement within the Internet, explains Kenneth M. King, president of EDUCOM, a consortium of more than 600 colleges and 100 corporations with interests in computing.

He says one should think of the Internet as a large circle. Some of the networks that make up the Internet are entirely within that circle, such as the National Science Foundation's network, NSFnet. Others, such as commercial networks, are only partly inside, with some or most of their functions remaining outside the Internet.

The NSFnet is a key component—called a "backbone"—of the Internet, and the NSFnet also is a separate network by itself. The NREN already exists on a low level—that is, some parts of the paths it will follow can already operate at significantly higher speeds than the rest of the Internet. When completed, the NREN will run along certain networks, primarily the NSFnet, which will continue to exist after the NREN is brought up to gigabit speeds.

The high speeds that the NREN promises will be available on the equivalent of the long-distance part of the network, basically NSFnet, the most difficult and most expensive part to engineer. Users will usually reach this part of the NREN by tapping into other networks that run over shorter distances. If those networks can also carry data at gigabit speeds, then users will have access to the gigabit speeds offered by the NREN. If the smaller net-

works offer slower speeds, however, then the users will only be able to transmit data at the speeds offered by the smaller network.

If a user taps into the NREN on a line with a top speed of 45 megabits—the current top speed of the Internet—the user will not see any increase in speed. But the NREN will be able to carry much more data in the aggregate than the Internet, relieving or at least reducing the problems of congestion on the current networks.

legislation approved by Congress and signed by President Bush last year, is aimed at providing researchers and educators with needed computing and information resources.

The program is also supposed to serve as a kind of demonstration

project and experimental platform to show how a dramatically improved national information infrastructure—advanced computers, high-capacity networks, and vast electronic data bases—can be useful for all Americans.

—DAVID L. WILSON

## VIDEOS

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## Government & Politics

### 'Pork-Barrel' Funds for Colleges Exceed Last Year's by 39%

*Continued From Page A1*  
to fight hard for projects in their states and communities.

Congress distributed the earmarks to about 200 universities and colleges, or about 66 per cent more than received them in fiscal 1991. The earmarks include a \$29-million award to Boston University for defense-related research, \$2-million to the Minnesota State Board of Technical Colleges for a training program for air-traffic controllers, and \$500,000 to North Dakota State University for research on weed control.

But that does not mean the money was evenly distributed. Some states continue to fare much better than others. West Virginia received more than \$65-million, or nearly 10 per cent of the total amount earmarked, in awards to West Virginia University and Wheeling Jesuit College. Sen. Robert C. Byrd, a Democrat from West Virginia, is chairman of the Senate Committee on Appropriations and has said he considers it part of his job to direct as much federal money as possible to his state.

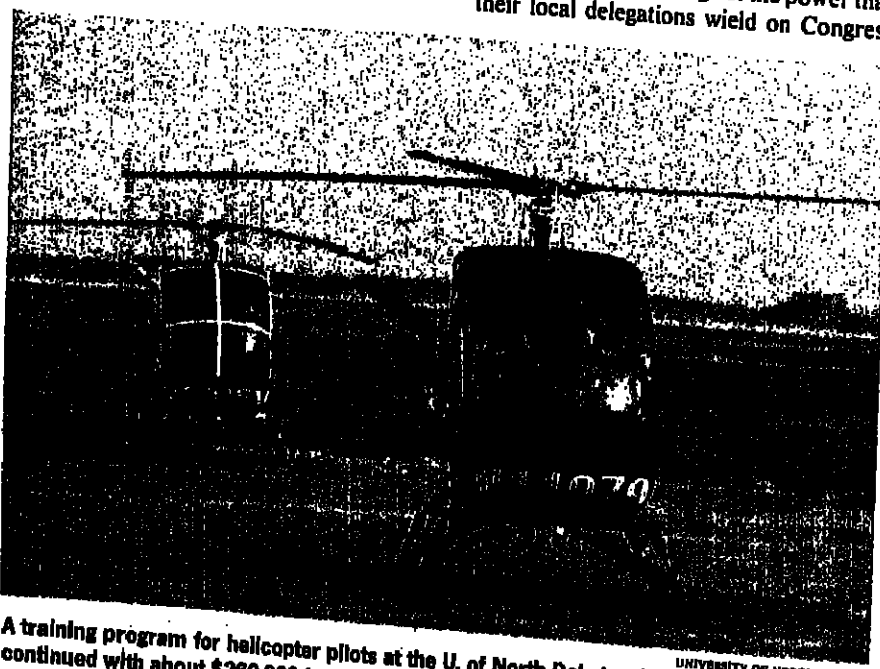
Delaware, in contrast, did not receive any earmarks for its colleges and universities—the only state with that distinction.

#### Dollars Through Regular Channels

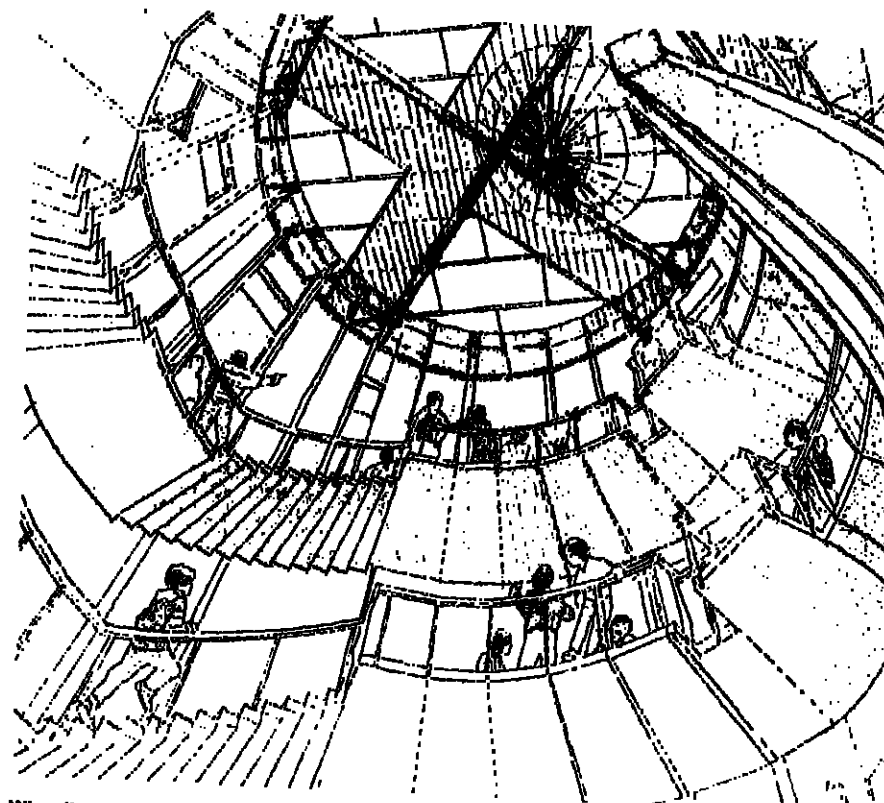
It is not possible to determine the exact amount of money in academic earmarks going to each state because some earmarks—unlike those going to West Virginia's colleges—are shared by institutions in more than one state, and Congress does not always designate the share of the earmark going to each institution. But based on the assumption that earmarks are shared equally by the institutions involved, the following picture emerges:

■ The top five states, which accounted for 35 per cent of the total, were West Virginia, Massachusetts, Pennsylvania, Louisiana, and Michigan, in that order.

■ Those five, plus California, the District of Columbia, New York, Maryland, and Texas accounted for 52 per cent of the total.



A training program for helicopter pilots at the U. of North Dakota will be continued with about \$280,000 in support from the U.S. Army.



Wheeling Jesuit College received \$6-million from NASA for the "classroom of the future." The building's tower (above) will have a satellite dish on its roof.

■ Seven of the top ten states receiving earmarks are also among the top ten recipients of all federal spending on research and development at universities, according to the latest data of the National Science Foundation. They are California, New York, Massachusetts, Pennsylvania, Texas, Maryland, and Michigan, in that order. The overlap between institutions receiving the largest amounts of federal research funds and those receiving the largest amounts of earmarks is significant because advocates of earmarks argue that Congress uses the projects to redistribute federal dollars to states that are treated unfairly by the peer-review process.

Most of the projects to which Congress directed money involve construction of new facilities or actual research projects, but others are efforts to provide training or to transfer new knowledge to industry.

The trend toward universities' seeking earmarks for consortia involving other institutions and businesses also continues. The members of such collaborations sometimes include universities chosen, at least in part, to take advantage of the power that their local delegations wield on Congress-

sional appropriations committees, some federal officials say.

Another apparent trend is the increasing participation of small institutions in earmarking.

Rep. Joseph M. McDade, a Pennsylvania Republican, inserted \$10-million into the Defense Department's spending bill for Marywood College, a small liberal-arts institution in his district. The \$10-million is equal to about a third of Marywood's total annual operating budget. The money will be used to construct a building to house the Institute for Family Support Services, which studies stress in the families of military personnel.

#### Big Boost to an Annual Budget

Wheeling Jesuit College, which won \$23-million in earmarks for projects related to technology transfer and education, has an enrollment of about 1,400 and often master's programs only in applied technology and business administration. The annual operating budget of Wheeling is about \$14.5-million.

Other small institutions are banding together to win earmarks, often for projects that take advantage of Congressional interest in turning research findings into new products or new ways of making products more quickly.

The Massachusetts Biotechnology Research Institute, for example, consists of five Massachusetts institutions—Worcester State College, Worcester Polytechnic Institute, the College of the Holy Cross, and Clark and Tufts Universities—as well as two research institutions, and is located in Worcester.

The institute tries to turn the results of biotechnology research to commercial applications at existing corporations in the region, and to help new companies start up. Rep. Joseph Early, a Massachusetts Democrat, has taken a strong interest in the institute and that interest—combined with Mr. Early's seat on the House Appropriations Committee—helped it win more than \$2-million in Congressional earmarks. University officials seeking earmarks

*Continued on Page A31*

### Studies Assert the Supercollider Is Plagued by Management and Engineering Problems

By KIM A. McDONALD

WASHINGTON  
Two Congressional investigations have uncovered evidence that the Superconducting Supercollider, which the Department of Energy says is being built on schedule and under budget, is plagued by engineering and management problems that could significantly increase the project's \$8.25-billion cost.

In separate studies, the General Accounting Office and the Subcommittee on Investigations and Oversight of the House Committee on Science, Space, and Technology, found that recent changes in the design and construction of the supercollider could add hundreds of millions of dollars to the project's price tag. The 54-mile long, oval-shaped subatomic-particle accelerator is being built 30 miles south of Dallas.

The two groups also said that the department and the Universities Research Association, a consortium of 79 universities that is managing the supercollider for the agency, had failed to develop an accounting system that would allow Congress to track the expenditure of the project's funds.

Managers of the supercollider denied the allegations, charging that the facts were being distorted to kill the project.

#### 'Waste, Overruns, and Abuse'

The results of the investigations were revealed last week by Rep. Howard Wolpe, a Democrat of Michigan who chairs the subcommittee. Mr. Wolpe charged that the project's poor management and lack of accounting controls "have resulted in significant waste, overruns, and abuse."

"Internal controls by the management and operating contractor are virtually nonexistent," he said. "To date, the contractor has had only one auditor for this \$8.2-billion project. This has resulted in some incredible abuses. Money has been spent

on contracts before approval. Hundreds of thousands of dollars worth of contractor and subcontractor expenses have been approved for college scholarships, Christmas parties, Capitol Hill parties, lunches, and lobbying materials."

He and other lawmakers also accused Energy Department officials of hiding information about management problems and potential cost overruns.

"Documents have been withheld, information shared sparingly, and there have even been attempts to pull strings to stop our oversight activities," said Rep. Sherwood L. Boehlert, Republican of New York. "Never have so many done so much to avoid the scrutiny of so few."

Energy Department officials denied that any overruns had occurred, noting that increases over the projected budget estimates in some parts of the project were being absorbed by savings in other parts. "The fact is there never was a cost overrun, there isn't now a cost overrun, and we don't expect there to be a cost overrun," said Joseph R. Cipriano, the supercollider's project manager.

Mr. Cipriano also denied that any effort had been made to hide information about management problems and potential cost overruns, despite letters produced by Congressional investigators in which agency officials expressed concerns to one another about those two areas.

In a letter written on January 24 to Roy F. Schwitters, director of the SSC Laboratory in Dallas, W. Henson Moore, then-Deputy Secretary of Energy, charged that "overrun problems are continuing and may even be getting worse. I am extremely upset at this news and URA's response. As far as I am concerned, drastic measures may have to be taken to address this problem, because it must not continue and the actions taken thus far appear to me to be woefully inadequate." A similar letter to



Rep. Sherwood L. Boehlert: "Documents have been withheld, information shared sparingly, and there have been attempts to stop our oversight activities."

Mr. Schwitters was sent last December by Mr. Cipriano.

Agency officials said the concerns raised in those letters had since been corrected and that they, in fact, were evidence that the project was being well managed.

#### Analysis by Subcontractor

"My obligations to Congress are to share that information with Congress when it becomes a fact," Mr. Cipriano said.

But Congressional investigators maintained that what they found showed that the potential for significant cost overruns was real. Victor S. Rezendes, director of

the energy issues, resources, community, and economic-development division of the GAO, the investigative arm of Congress, said an analysis prepared by the subcontractor building the supercollider estimated that the cost of one aspect of the construction would exceed the \$1.5-billion estimate "by \$73-million to \$383-million."

He added that a decision by the department last year to move the supercollider's particle-detector halls to a more geologically stable location could increase the cost of constructing the halls by \$400-million.

*Continued on Page A29*

### Broad Effort Aims to Replicate Florida Program Hailed for Helping Black Ph.D. Students

By JOYE MERCER

A Florida program hailed by many educators as one of the most successful efforts to educate black Ph.D. candidates may soon go national.

The Southern Regional Education Board is taking the lead to replicate an eight-year-old Florida program in other parts of the country.

The program, the Florida Endowment Fund for Higher Education, provides three years of financial support for black graduate students. To date it has awarded 200 fellowships for study at 11 public and private institutions in the state. Nearly 30 fellows have received their Ph.D.'s so far. The program boasts a retention rate of 83 per cent among its graduates and the 132 fellows still in the program. Of the participants, 59 per cent are in the sciences or science-related fields.

The program, which has a budget of about \$2.3-million, is supported by the state and private sources.

Details of the national effort are still being worked out. The SREB is working with two other regional education groups, the

New England Board of Higher Education and the Western Interstate Commission for Higher Education, to set up regional programs.

States would support the programs and at least 30 students would win fellowships annually in each region.

#### Prompted by Dismal Statistics

Mark D. Musick, president of the SREB, said he was concerned that the number of Ph.D.'s awarded to black students had been "at best, level, and in some cases, dropping in the past 10 to 15 years." The dismal statistics prompted him to study how the Florida program could be copied nationally and directed at other underrepresented minority students.

"I know there are other programs, but when you add all of the numbers up, you still have to say that whatever we're doing is not enough," Mr. Musick said. "We decided that the Florida program offered us a way of doing something reasonably quickly."

The Florida program awards 25 students up to \$5,000 toward tuition and an \$11,000

stipend annually for three years of doctoral study at one of the institutions that participate in the program. A participant's institution finances the fourth and fifth years of study.

Seed money for the regional efforts is being sought from a foundation that Mr. Musick declined to name. He said that sustaining the programs would take consistent state support. Several states have expressed interest in moving quickly, he said.

Although a formal announcement of the program is a few weeks off, Mr. Musick has been working with Israel Tribble, Jr., president of the Florida Endowment, and the presidents of regional boards, on how the replication could be accomplished.

Last year, the Florida program, which was established by the Minnesota-based McKnight Foundation, graduated 14 black Ph.D.'s, including 2 of only 13 black students in the entire country who received doctorates in electrical engineering.

"And this is from one corner of the United States," Mr. Tribble said. "When you consider how that impacts national aggre-

gate production, you understand that the rest of the nation is not doing very much to help this acknowledged shortage."

If similar results are to be achieved elsewhere, he said, all of the program's elements must be retained—particularly the annual meeting that brings fellows together for a "temperature check" and interaction with scholars.

The fellows rely on each other and on the central office for support, Mr. Tribble said. "If in fact the student is doing well, but the institution isn't responding, we can find the student another institution and the money can go with them," he said.

#### Comprehensive Design

Edward W. Crowe, assistant director for planning and research with the Arkansas Department of Higher Education, said his department would request funds for the program in the next legislative session, although he could not say how much it would seek.

Mr. Crowe said the success of the Florida effort stemmed from its comprehensive

*Continued on Page A29*

## STATE NOTES

- **Maine free-tuition plan for the unemployed faces November vote**
- **Massachusetts commission asks clearer roles for local colleges**
- **Kansas Governor wants universities to share in federal windfall**
- **Pennsylvania enacts programs to help families save for college**

A \$9.9-million bond issue overwhelmingly approved by Maine legislators would pay the tuition of 3,000 unemployed people at any of the state's six technical colleges. The plan is subject to the approval of voters in the November election.

According to State Rep. Nathaniel J. Crowley, Sr., co-chairman of the House of Representatives Education Committee, about 55,000 Mainers are out of work. Of that number, approximately 23,500 have run out of unemployment benefits.

Those who take advantage of the free-tuition offer will be trained for jobs in areas of high growth and demand, such as nursing.

Said Mr. Crowley: "They will get training for high-skills, hopefully high-wage jobs, and that will help keep some of the companies in the state who require those workers."

John Fitzsimmons, president of the Technical College System, says a state study has projected that Maine would recoup the money for the bond issue within four years through increased sales- and income-tax revenue.

Mr. Fitzsimmons added that Maine voters had never rejected a bond issue to benefit technical colleges. "Basically, the public loves the technical colleges. I'd be surprised if there was anything less than 60-per-cent support for this," he said. —JOYE MERCER

Massachusetts should require its public regional and community colleges to have much more focused missions, a report says.

A report by the Commission on the Future of the State College and University Systems outlines a series of recommendations that could lead to the elimination of many academic programs. The commission was appointed by Gov. William F. Weld, a Republican, to advise state leaders on how to manage the colleges in light of a dramatic decline in state funds.

The report recommends that the seven non-specialized regional colleges reduce their program offerings so that each college could provide students with a "limited core program" and a specialization, such as business or allied-health professions.

For community colleges, the commission recommends that colleges near each other develop joint programs to reduce costs. The panel also suggests that three community colleges in the Boston area—Bunker Hill, Massachusetts Bay, and Roxbury Community Colleges—form a single district.

The recommendations now go to Governor Weld and the Higher Education Coordinating Council. While most state leaders agree that Massachusetts needs to reduce the number of academic programs at public colleges, the report is expected to be controversial because most colleges—and the legislators who represent

districts with the colleges—do not want their local programs cut. —SCOTT JASCHIK

Kansas Gov. Joan Finney has proposed giving universities about \$55-million of a \$185-million windfall that the state received when the federal government recalculated its payments to the state for indigent-patient care.

The money will be used for capital-improvement projects at the University of Kansas and Fort Hays, Kansas, and Pittsburg State Universities.

The construction money would be particularly welcomed by officials at the University of Kansas. In June a lightning strike started a fire in a university auditorium that destroyed all but its outer shell. The lecture hall provided more than 7 per cent of the university's classroom space.

The state Legislature will have to approve the Governor's plan and lawmakers have expressed support for the proposal. Said Governor Finney: "I really feel the Legislature will see the merit in the proposal I made. These capital improvements are really needed." —MARY CRYSTAL CAGE

Pennsylvania has enacted two new ways to help families

save for college: a savings-bond program and a program that allows parents or benefactors to buy college credits at today's prices and redeem them for tuition later.

Under the college-credit plan, called the Tuition Account Program, families can buy credits equivalent to the cost of tuition at a state college, state-related college, or community college.

The state will invest the money and, when students redeem the credits and enroll, pay the institutions an amount equal to their then-current tuition rates.

The state also would allow the credits to be used out of state. To encourage purchases, the new law also says that the value of the credits will not be counted in calculations of family income when determining a student's eligibility for state financial aid.

Families that elect to use the college savings bonds will enjoy a similar feature. The law says the first \$25,000 worth of bonds a family owns can be excluded from financial-aid calculations. Backers of the prepaid-tuition program said that by pricing the college credits at current prices, their plan avoids some of the financial risks that plans in other states have encountered.

Political considerations played a role in the decision to create two programs, legislative aides

said. The state's House of Representatives preferred the bond, and the Senate was pushing for the tuition accounts. Enacting both was a compromise and a way to get the support of Gov. Robert P. Casey, a Democrat, who has resisted prepaid-tuition proposals in the past because of concerns about their costs.

The Republican-controlled Senate adopted the plan sought by the Speaker of the House because "the Speaker is of the Governor's persuasion and we wanted to get it signed," said Fred Giles, chief counsel to the Senate President.

—GODIE BLUMENSTEIN

### Briefly noted

■ New York's highest court has unanimously affirmed a ruling that said the committee that regulates how animals are used in research at the State University of New York at Stony Brook need not comply with the state's open-records laws. The New York Court of Appeals ruled that the powers and functions of the university's "animal-care use committee" derived solely from federal law and that the committee was not subject to the state statute.

■ South Carolina's Legislative Audit Council voted last week not to authorize a state audit of South Carolina State University. A legislator had requested an audit because of concerns over a 1990 payment of more than \$28,000 in severance pay to a former university vice-president who was accused of conflict of interest because he owned a catering company that did business with the university.



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# Section 2

April 15, 1992



By Theda Skocpol

THE NOVEMBER 1991 ELECTION WAS marked by a surprising turn of events in Pennsylvania. An unknown candidate, one burdened with what pundits would consider unpromising credentials and an impractical political strategy, won a resounding victory in the race for the U.S. Senate. Harris Wofford is a liberal intellectual and former college president. He started the race 44 points down in the polls, outshone by Dick Thornburgh, the former Attorney General and a popular former Pennsylvania Governor.

Mr. Wofford defied the prevailing wisdom of policy experts and constructed his campaign around advocacy for national health insurance. In recent decades, most experts studying health policy have taken it for granted that the American middle class would not tolerate higher taxes or governmental orchestration of health care. They have assumed that problems in our health-care system would have to be handled by modifications in the private insurance system, along with a few extra public programs to aid some of the "working poor." But then came Mr. Wofford, who advocated national health insurance as a comprehensive solution to dilemmas faced by the middle class as well as by the poor.

Why did the political possibilities of the health-care issue come as such a surprise? Why was the experts' prevailing wisdom so out of step with public concern? In the United States, as in other industrial democracies, the modern welfare state and social-scientific expertise relevant to government policy have grown up together. But policy experts seem to have given wiser political advice during the New Deal in the 1930's—when the marriage of social science and the welfare state was first consummated—than has been given during recent decades by poverty experts, macro-economists, occupational-safety advisers, health-policy specialists, and the like. Why?

SURELY the most politically successful social policy ever devised by the federal government using expert advice was the old-age insurance program started in 1935 that came to be called "Social Security."

Technically speaking—particularly ac-

cording to the economic standards that contemporary analysts would apply—a lot of things were wrong with Social Security. Launched in the midst of a deep depression when the national economy needed a fiscal stimulus, the old-age insurance program actually started collecting payroll taxes years before it delivered any pensions to elderly people.

Moreover, the program was "inefficient" about helping those most in need. It

The sponsors of Social Security consciously aimed to give broad ranks of working and middle-class Americans a financial and ideological stake in the program, building bipartisan support during successive Presidential administrations. Congressional committees were told that citizens' tax contributions insured the permanent "fiscal soundness" of the burgeoning social-insurance program.

Through a clever and widely disseminated public metaphor, Americans were told that their "contributions" insured that each wage earner would be entitled in old age to collect benefits that he or she had "individually earned." Actually, benefits are paid out of a common fund, and less-privileged wage earners receive pensions higher in proportion to their lifetime contributions than do more affluent workers.

Politically, all of this paid off brilliantly. Over time, new categories of beneficiaries and taxpayers were brought into the program, until by the 1970's it encompassed over 90 per cent of the U.S. labor force. New types of benefits also were added to the system, including survivors' insurance, disability insurance, and Medicare.

Ultimately, by following a strategy that the political scientist Hugh Hecio has called "helping the poor by not talking about them," Social Security administrators turned their program into the nation's most effective anti-poverty effort: More otherwise impoverished citizens today are boosted above the poverty line by Social Security than by all other federal programs combined.

BY THE 1980's, Social Security was by far the hardest U.S. domestic program. When the budget-cutters of the Reagan Administration set out to reduce social spending, they quickly discovered that Social Security, despite its expense, was politically untouchable.

Contrast the long-term success of Social Security to the political fate of many of the federal anti-poverty programs launched during the War on Poverty and the Great Society in the 1960's. This time, both the problems and the solutions were defined more narrowly. Drawing inspiration from specialized social-science literature about juvenile delinquency, poverty, child devel-

Continued on Following Page

## Politicians Criticize \$2.4-Million Retirement Package for U. of California's Outgoing President

By JACK MCCURDY

OAKLAND, CAL. State politicians sharply attacked the University of California last week after it was revealed that its outgoing president, David P. Gardner, would receive a retirement package that could reach some \$2.4-million.

The controversy detracted attention from the naming of Mr. Gardner's successor, Jack W. Peltason, chancellor of the university's Irvine campus and a former president of the American Council on Education. The flap could endanger university lobbying efforts because it came in the same week that Mr. Gardner released a letter he had sent to state officials in which he said the university had no money to spare.

### 'No Room for Further Cutting'

"There is no room for further cutting, squeezing, and trimming," Mr. Gardner's letter said. He also wrote that additional cuts would "mean closing the door on very large numbers of fully qualified students and/or dramatic increases in student fees and tuitions, and/or steady erosion in the quality and capability of our academic programs."

State legislators and some mem-

bers of the university's own Board of Regents said the points in the letter had been severely undercut by Mr. Gardner's retirement package.

The package includes \$738,000 in special supplemental and deferred-income plans and an additional \$50,000 a year in benefits on top of the \$80,000 a year he stands to receive under the university's pension system.

If Mr. Gardner, who is 58 years old, lives to his normal life expectancy of 76, he would receive a total of \$2,387,000.

In January, Mr. Gardner will become president of the William and Flora Hewlett Foundation.

The retirement package figures were revealed by Jeremiah F. Hallisey, a regent, in a letter of protest to Gov. Pete Wilson, a Republican, and a memorandum to the board. "When we are asking the students to pay more and faculty and staff to take less, it is nothing short of outrageous," Mr. Hallisey wrote to the Governor.

He said he would ask the board to rescind the retirement package at its meeting next month.

Tom Hayden, chairman of the Assembly's Higher Education Subcommittee, criticized the retirement package as "an unfair

giveaway when UC students are facing a 24-per-cent fee increase." State Sen. Quentin L. Kopp said: "While the Legislature struggles to avoid cutting the university's budget, UC officials act profligately."

### Appointment Brings Surprise

Mr. Hayden said he would try to block the package by amending the state budget. That may be impossible, however, as the pension bene-

"When we are asking the students to pay more and faculty and staff to take less, it is nothing short of outrageous."

fits are paid out of the system's endowment, not state funds.

University officials defended the amount of Mr. Gardner's pension, reflecting the size and growth of the university and the stature of the presidency. They also said the amount was justified by the need to recruit and retain able leaders. The

appointment of Mr. Peltason, who will succeed Mr. Gardner in the fall, was met with surprise and some criticism because of his age. He will be 69 in August.

One state education official, who asked not to be identified, said his age could make it more difficult for Mr. Peltason to work with state legislators, who may view him as an "interim" president.

Several unnamed members of the UC Board of Regents reportedly conceded that they already viewed him as an interim choice. Even though he may serve for a relatively short period, Mr. Peltason has the experience in California state politics that is needed to get the university through difficult fiscal times, they said.

### A Compromise Choice

A political scientist, Mr. Peltason was a compromise pick among three finalists, some regents said. The other two finalists were Richard C. Atkinson and Charles E. Young, chancellors of the system's San Diego and Los Angeles campuses, respectively.

Although both had more support among the regents initially, other objections to them could not be overcome. Mr. Peltason was then chosen as a compromise.

Mr. Peltason is the oldest president since John Le Conte, appointed to the post at the age in 1876.

To remain as chancellor last year, he was given an extension from the university's mandatory retirement age of 67 for administrators.

Mr. Peltason was awarded a three-year contract at a salary of \$243,500 a year—the same as Mr. Gardner's—but he indicated he hoped to serve beyond 1995.

In an interview last week, Mr. Peltason said concern over his age represented "a perfectly legitimate question to raise," but that he did not believe his age would limit his performance as president. He added that the regents had considered the age issue and were still comfortable with selecting him. "Everyone who is president is an interim. I think the quality of the message-giver is what will be important."

Mr. Peltason defended Mr. Gardner's retirement package, saying he did not think it would be state support for the university. He said that people should view the package "not as an act of generosity but to compensate him for the work already done."



# The Narrow Vision of Today's Experts on Social Policy

Continued From Preceding Page

Whether located in Washington or in academe, most of today's social-policy experts find it more comfortable to think apolitically about technically efficient solutions to narrowly defined social problems. Without much self-consciousness, contemporary policy specialists regard the specific groups they want to help as objects of succor. They do not think of those they want to aid, or of the American citizenry in general, as active political participants likely to help shape the fortunes of governmental programs over time.

If the sponsors of Social Security seem engaged groups. Before they ever went to Washington, in short, the Social Security experts had learned to think holistically, historically, and politically, as well as in terms of economic efficiency.

For the most part, contemporary experts . . . spend their time talking to—and for—one another."

Of course, electoral backlash against the War on Poverty and liberal Democrats cannot be blamed solely on social-policy experts and their ideas. In the aftermath of the postwar migration of millions of blacks to Southern and Northern cities, as well as the momentous civil-rights struggles of the 1950's and early 1960's, the Democratic Party was bound to face fundamental strains. The incomplete policies inherited from the New Deal certainly had to be reworked to include previously ignored Americans and to deal with new social problems. But the experts who planned the War on Poverty did not realize that they could—and should—use federal programs to encourage broad political alliances and to reinvigorate the citizenry's moral vision of the importance of providing for common social needs.

Nor is such thinking common among the experts who have grappled since the 1970's with issues of poverty, the "urban under-

class," health care, or "welfare reform." Whether located in Washington or in academe, most of today's social-policy experts find it more comfortable to think apolitically about technically efficient solutions to narrowly defined social problems. Without much self-consciousness, contemporary policy specialists regard the specific groups they want to help as objects of succor. They do not think of those they want to aid, or of the American citizenry in general, as active political participants likely to help shape the fortunes of governmental programs over time.

What is more, in Madison, Wis., during the 1920's and 1930's, students and professors got involved in the gritty-gritty of drafting legislation and negotiating with business, labor, farm, and other politically

Today's policy experts conduct their discussions mostly apart from the electoral and political process—on the public agenda and which ones actually determine what topics are ultimately enacted after legislative bargaining. After talking primarily among themselves, the experts wait for occasions when politicians and interest groups can be persuaded to accept their technically efficient solutions. Politics and policy are significantly "decoupled" from one another in contemporary national governance, according to the analysis by the political scientist John Kingdon in his book

## MÉLANGE

### The Moral Ambiguity of America's Western Past; the Self-Perpetuating Nature of Racial Politics

SOME . . . icons are nostalgic and sentimental, inventing a fictitious golden age when men and women better understood their roles in life, when good and evil seemed easier to recognize, when life itself seemed simpler. Except insofar as they capture old longings that Americans have cherished for a long while, they tell us more about modern anxieties and fantasies than they do about past reality. Other icons are more genuinely ambivalent, precisely because they express the paradoxes of the present in the very act of representing the past. The wilderness we try to lock away in a timeless place refuses to remain unchanged and soon comes to symbolize the very opposite of the thing it ostensibly preserves. Rather than a landscape of boundless freedom, it is a walled-off preserve in which the very act of experiencing the wild proves how tame it has become. The men who wear cowboy hats in downtown Houston or Denver now manage the institutions that drive ranchers and cowboys bankrupt. Oldest of all, there is the tragic frontier icon of "noble but doomed" Indian warriors making their "last

stand" as a "vanishing race." Like all the others, this one cuts both ways, especially since it encourages one to forget that Indian men and women continue to struggle for dignified lives in the modern world; they have neither vanished nor made their "last stand." But even the myth of a doomed race suggests the hard truth that the America we know today was built on the bones of those who never wanted it to exist. The moral ambiguity of that fact is not likely ever to vanish.

—William Cronon, professor of history; George Miles, curator of the Western Americana Collection; and Jay Gitlin, lecturer in history, all at Yale University. In *Under an Open Sky: Rethinking America's Western Past*, published by W. W. Norton

AS THE TWENTIETH CENTURY nears its end, the prevalence of racial politics on the streets and in the halls of Congress means that a national ideology—one based on imperatives formulated in the antebellum South—will continue to war against reality in an

America of many "underclasses." For African-Americans, to identify one's interests on the basis of skin color is to continue to shoulder the burdens of slavery in a postemancipation society. Certainly a black skin constitutes a permanent badge of "otherness" in American society. At the same time, as the poor population comes to be ever more (formerly) middle class, a politics based on race proves ever more self-defeating for blacks and whites alike. In the early 1990s the political leaders who understand this fact are few and far between, so rooted in the national consciousness is the idea of black distinctiveness. That belief is bolstered by research and news stories focusing on a single Northern urban "underclass." Thus does a society conceived in slavery perpetuate itself, and postindustrial America remains colonial Virginia writ large.

—Jacqueline Jones, professor of American civilization at Brandeis University, in *The Dispossessed: America's Underclasses from the Civil War to the Present*, published by BasicBooks

Well-designed curricula for "policy studies" must, of course, demand mastery of particular problems and sets of technical solutions; yet they should also go beyond that to encompass history, politics, public ethics, and rhetoric. Experts need to understand the political and sociocultural processes that have led to—and followed—particular policy choices in the United States and other nations.

If they achieve such understanding, policy experts are bound to be both sobered and liberated: sobered because they will realize that "optimal" outcomes are never actually achieved and liberated because they can become more active participants in a revitalized democratic politics. Like those who framed Social Security, more broadly educated social-policy experts could again become full partners—along with political leaders and citizens—in continuing dialogues about how best to define, as well as to serve, the public interest.

Theda Skocpol, professor of sociology at Harvard University, is co-editor of *The Politics of Social Policy in the United States* (Princeton University Press, 1988) and author of the forthcoming *Protecting Soldiers and Mothers: The Political Origins of Social Policy in the United States* (Harvard University Press, 1992).

## OPINION

Agendas, Alternatives, and Public Choices.

So last November, how did Ham's find management to elude the common sense health-policy specialists? Like the combined broad academic experience and experience in state government, Attorney General W. J. Wofford had learned that both sides were preoccupied with rising health-care costs. During the 1991 campaign, moreover, Mr. Wofford's aides conducted give-and-take discussions with "focus groups" of Mr. Wofford and his co-workers learned that a comprehensive governmental approach to health care and its financing broad electoral appeal across class and ethnic lines.

Mr. Wofford's surprising victory moved health care toward the center of political debates for the early 1990's. The specialized "issue networks" of the hold of the renewed debate, I hope, possibility of a universal program will remain alive. I admit to feeling a certain pessimism about this, however. Under US policy experts learn to take a more imaginative view of the potential coalitions that could be formed to support various proposals, it is hard to believe that we will politically creative social-policy making in Washington.

Our colleges and universities should broaden the horizons of those who train experts in public policy. Students should be encouraged to undertake internships in communities, agencies, and politically active groups, learning through engagement with people directly affected by social problems and also those involved in policymaking. At the same time, scholars' teaching and research can do more to highlight links across apparently disparate areas of policy and politics. The sort of understanding that academic programs could foster nicely exemplified in a new book by the political scientist Margaret Weir, *Politics and Jobs: The Boundaries of Employment Policy in the United States*, in which she explores connections among recent debates about economic growth, race, poverty, and welfare.

## LETTERS TO THE EDITOR

### Accreditation Standards in Teacher Education

TO THE EDITOR:

The Chronicle (March 25) tells of four Iowa university presidents' unilateral withdrawal from the National Council for Accreditation of Teacher Education ("Iowa colleges withdraw from accrediting process." In Brief). The four presidents (from Drake and Iowa State Universities and the Universities of Iowa and Northern Iowa) should be invited to reconsider their stance, because their collective action, regardless of doubts about their candor in stating the real reasons for withdrawing, raises disturbing questions about their understanding of accreditation processes.

Professional accreditation is not primarily a hurdle, successful leaving of which leads to a reward. Its worth and meaning cannot be judged by simple comparison to the effort expended. Such a stance fundamentally misunderstands pursuit of accreditation as a search for a prize rather than performance of a duty. Accreditation is a contribution institutions make, a service that they render, first, to the profession of which they are a part and then, second, to the welfare of society. The presidents' unilateral action is based on the mistaken belief that in matters of standards institutions or individuals can act alone.

None of the Iowa institutions has been through a review under the current standards and processes; even in the narrow sense they cannot know whether it is a waste of time because they have not done it. Within the teacher-education community beliefs exist that at least two of the institutions are vulnerable to NCATE's new and tougher standards; under such circumstances the collective decision to withdraw is tainted by vested interests.

To see accreditation only in terms of narrow institutional benefit, in effect, means that these presidents have arrogated to themselves a responsibility that belongs to a much larger professional whole. Their complaints—that NCATE is prescriptive, costly, and time consuming—reveal far more than they intended. All accreditation reviews are in some sense prescriptive. All quality-control efforts entail serious investment.

Any chance of credibility in the presidents' action can accrue only if they announce soon that they will also withdraw from legal, engineering, medical, architectural, and other professional-accreditation reviews. But of course they won't. In acting against the national accrediting body for teacher education they would deny the teaching profession the role of expertise, experience, and collegial commitment in service to standards that all other professions insist upon. It is not hard, therefore, to deduce the relatively low esteem they apparently ascribe to the professional educators in their several institutions.

While the self-assertion of their own institutional superiority denies the worth of the larger professional collectivity, more damaging still is the prospect of delivering their institutions directly into the hands of those who want such matters to be left to political authorities. As university presidents, they have to know that sets a dangerous precedent that they should be acting to forestall rather than abet.

It is not too late to reconsider. All that is needed is a shift of stance from

what's in it for the four presidents to what's in it for (1) the profession of which their teacher-education units are presumably a part, and (2) the children and larger community whom they and their teacher-education graduates would serve.

HENDRIK D. GEDFENSE, University Professor for Education and Policy Science, University of Cincinnati Cincinnati

TO THE EDITOR:

Iowa's teacher-education programs have dropped the National Council for Accreditation of Teacher Education. The university presidents cited expense, irrelevance, and low standards.

But the reason is a campus reaction against accrediting agencies. A money crunch is making it difficult for presidents and provosts to maintain quality in "non-priority" programs. Their response is to eliminate the accountability process for those programs.

This affects their alumni. My degree is cheapened when my program eliminates accreditation for my profession. My degree now has no more legitimacy than a mail-order degree.

The universities didn't consult education groups before dropping NCATE. They discredited an entire sector without a hearing. They did so before a meeting to discuss the situation with NCATE. While autonomy rests with those who are responsible for a decision, others must be consulted if academic and democratic values are to be maintained.

Unlike other state agencies, Iowa's Board of Regents isn't required to hold public hearings before it change its rules. If the regents were required to hold hearings, they would make fewer arbitrary decisions. . . .

They would not dream of eliminating accreditation for medicine or law. By eliminating accreditation for teaching, they are saying that teaching isn't a profession at all. This undermines teaching. In schools and on campus.

Last fall, Iowa State University's education dean, Norene F. Daly, reported that NCATE costs her program \$250,000. In a press release, her president said it costs \$350,000 to \$500,000. NCATE says it costs \$750 to \$1,200 in fees and \$3,500 for visitation expenses. Academics have a special duty to the facts, even in a press release. A university president who wants to cook data belongs in Congress.

This is a time of high expectations, high standards, and high accountability. By dropping accreditation, the Iowa regents and Drake have come out for high expectations and low standards with no accountability. This is unacceptable—to schools, school boards, teachers, administrators, parents, the governor, the legislature, students, and the regents' own philosophy. The provosts may soon have an education product that no one wants.

The market has spoken before where professional quality was at issue. At the turn of this century, Abraham Flexner wrote a report about low standards in medicine and proposed higher standards. The best medical schools adopted his recommendations. Within 10 years, one-half of the medical schools in the United States went out of business. No one wanted a doctor who was

trained by people who weren't doctors. The result is the high quality of medical care that we enjoy today. Education has had hundreds of excellence reports since 1982. Higher standards have been set for teacher education. NCATE is now implementing them. In the next 10 years, half of the teacher-education programs will go out of business. We will have teachers trained by people who are teachers. The result will be educators who are as effective as doctors.

Each time that NCATE has raised standards, there's been a reaction from those to whom the standards apply. The reaction is greater this time, because the rubber is hitting the road. When the smoke clears, standards will be higher and teacher-education programs will be fewer. The four Iowa universities were wise to get out of the race where quality counts, if they weren't playing to win.

ANGIE KING, President, Iowa State Education Association, Des Moines

### Additional problems of direct lending

TO THE EDITOR:

I disagree with the contention in "The Time Has Come to Establish Income-Contingent Student Loans" (Opinion, March 18) that a direct income-contingent loan program would eliminate the problems of the current Guaranteed Student Loan program, and, in fact, I think it will create additional problems.

According to the article by Barry Bluestone and Jerome M. Compacow, income-contingent loans will eliminate defaults because of the payroll-deduction repayment feature. This simply is not true. The majority of defaulters are not well-to-do college graduates who are capable of repaying their student loans but refuse to.

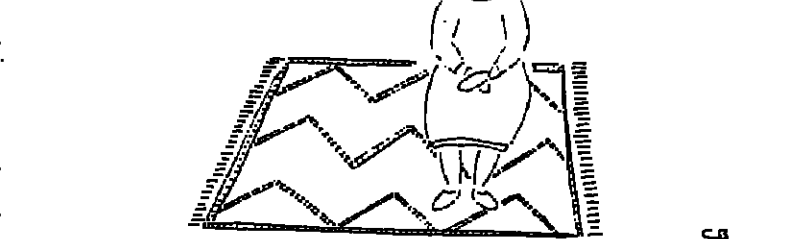
Rather, the typical defaulter is poor, unemployed, and without the means to repay his student loan, according to a study by the General Accounting Office. Payroll-deduction repayment doesn't address this major fact about student-loan defaults.

Even the current Guaranteed Student Loan program, which allows students to defer their loan payments while they are unemployed, can't completely eliminate this type of default. This is due to the fact that borrowers often don't know the options available to them, they don't understand the obligations that come with borrowing money, and they fail to talk to their lender or guarantee agency when they find themselves in a tight situation. Unfortunately, the direct-loan proposal also ignores these factors.

The article also claims that a direct-loan program would be self-financing. However, according to an analysis done by the accounting firm KPMG, Paul Marwick, Education Secretary Lamar Alexander estimates that direct loans would increase the current federal debt by over \$10-billion a year and \$200- to \$300-billion over a 20-year period. In addition, serious cash-flow problems most likely would exist under a program dependent on federal money. A budget impasse during negotiations or a federal limit on how much money is allocated each year would cause problems in fund distribution and availability. And, with direct loans dependent on federal money, Congress could abandon the entitlement nature of student loans, setting fixed annual-funding limits and causing available funds to be rationed among eligible students.

The current direct-loan program proposal also fails to address the question of liquidity. In a report on direct lending issued by Deloitte and Touche, Joseph S. Kraemer notes that by removing secondary markets, government capital will be tied up in low-interest student loans with average lives of 12 to 14 years. By not addressing the liquidity issue, especially given the current fiscal situation of the federal government, the direct-loan program has a serious flaw.

The article concludes by questioning how anyone can be opposed to a direct-loan program. But, the simple fact is the direct-loan proposal has not been analyzed thoroughly, and this leaves many people with doubts. . . . Although the current GSE program has problems, for the most part it is an effective program, and to junk it and start from scratch could be a tragic mistake.



PROF. O'KEEFE FINDS HERSELF CALLED ON THE CARPET

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ROBERT N. ANTHONY, Trustee of Colby College, Waterville, Me., and Town Auditor, Waterville Valley, N.H.

### Title IX, equity, and college sports

TO THE EDITOR:

Historically there has never been any equity between major and minor intercollegiate sports teams (male). In spite of this financial imbalance, minor sports have survived. Title IX has the potential to wipe out this legacy ("Supreme Court Rules That Victims of Intentional Sex Bias Can Sue Colleges for Punitive Damages Under Title IX," March 4) if women athletes allow their ambitions to cloud their perception of the economics of sports survival.

R. HANLON, Associate Professor of Education, Providence College, Providence, R.I.

### Accounting methods and Harvard's deficit

TO THE EDITOR:

A headline in your February 26 issue reads: "Harvard U. Reports \$42-Million Deficit, Its First Since 1974." This is a correct summary of what Harvard's vice-president for finance told your reporter, but it is not a correct summary of what Harvard's audited financial statements actually report.

In its audited operating statement for the year ended June 30, 1991, Harvard reported as an expense item "provision for replacement of facilities," \$76.5-million. This amount was what accountants call "replacement-cost depreciation"; it was calculated on the basis of the estimated

The large volume of letters to the editor of *The Chronicle* prompts this suggestion: Limit the length, where possible, to 500 words. In the competition for space, short letters must sometimes be given preference. Letters may be condensed. Send them to: Letters to the Editor, *The Chronicle of Higher Education*, 1255 23rd Street, N.W., Washington 20037. Please include a daytime telephone number.

ARCHITECTURE



## Echoes of Jefferson in a Campus Designed by Frank Lloyd Wright

By Lawrence Bemiller

**F**IRST, the blasphemy: Frank Lloyd Wright's quirky, extraordinary campus for Florida Southern College has a surprising amount in common with the magnificent core that Thomas Jefferson created more than a century earlier for the University of Virginia.

Now, a question: Who is being blasphemed, Wright or Jefferson?

In fact, the comparison will probably enrage Wright disciples almost as much as it offends Virginia alumni. But the two campuses' similarities help highlight some of the strengths and weaknesses of Wright's plan for Florida Southern.

The most striking similarity is that for Wright, as for Jefferson, no hallway or side door or garden wall was too insignificant to design, and design well. And both architects took great care to imagine not just how their buildings would look from the front but also how the people who moved through the structures would experience them. Again and again the visitor senses that an entrance, a turn, or a view has been manipulated with a clear purpose.

In many ways, of course, the buildings Jefferson and Wright designed could not be more different. Jefferson's tightly ordered campus is a virtual, and virtually historic, of Greek and Roman architecture. Wright's structures here, disposed in a seemingly relaxed fashion across what had previously been an orange grove, project what Wright described in a letter as "the regimentation characteristic of the classic."

A drawing of the plan shows the "water dome" (left), the circular library and the large chapel (center), and the ubiquitous complex (foreground) and amphitheater.

or Gothic architecture which have been a college habit in America.

Instead, Wright's buildings offer what he said was a Floridian interpretation of the now-familiar "organic" architecture—the style he pioneered in his Prairie houses and made famous at his Arizona home and studio, Taliesin West.

Wright was brought to Florida Southern by the man who was its president from 1925 to 1957, Ludd M. Spivey. The little-known Methodist college had moved to Lakeland in 1922, upon completing the first buildings of what was to have been a red-brick, Beaux-Arts campus. But chronic financial problems prevented the administration from carrying out more of the original plan. In 1938, with far more money than cash, President Spivey asked to meet Wright to discuss plans for a "great education temple in Florida."

Wright, then almost 70, was just beginning what became the second major phase of his career—a phase that would turn out to be as influential as the first. He had recently completed the famous house known as Fallingwater; he was still working on the Johnson Wax Administration Building. He had spent the difficult years of the early 1930's working on an enormous project, never built, that he called Broadacre City; however uncertain its finances, the Florida Southern commission offered him a chance to create a city on a smaller scale.

Wright's plans for the college envisioned a series of boldly horizontal buildings connected by covered walkways, here called esplanades. The campus would be based in part on 30-, 60-, and 90-degree angles. These would influence not only the location of the buildings but also their design

Frank Lloyd Wright's design for Florida Southern College's campus included Mayan-inspired columns for the covered walkways that connect buildings.

and even their ornamentation. Ordway Hall, actually a series of buildings arranged around a small courtyard, offers the most obvious example of this triangular form, in which the hypotenuse serves as the base and the roof trusses slope at 30- and 60-degree angles.

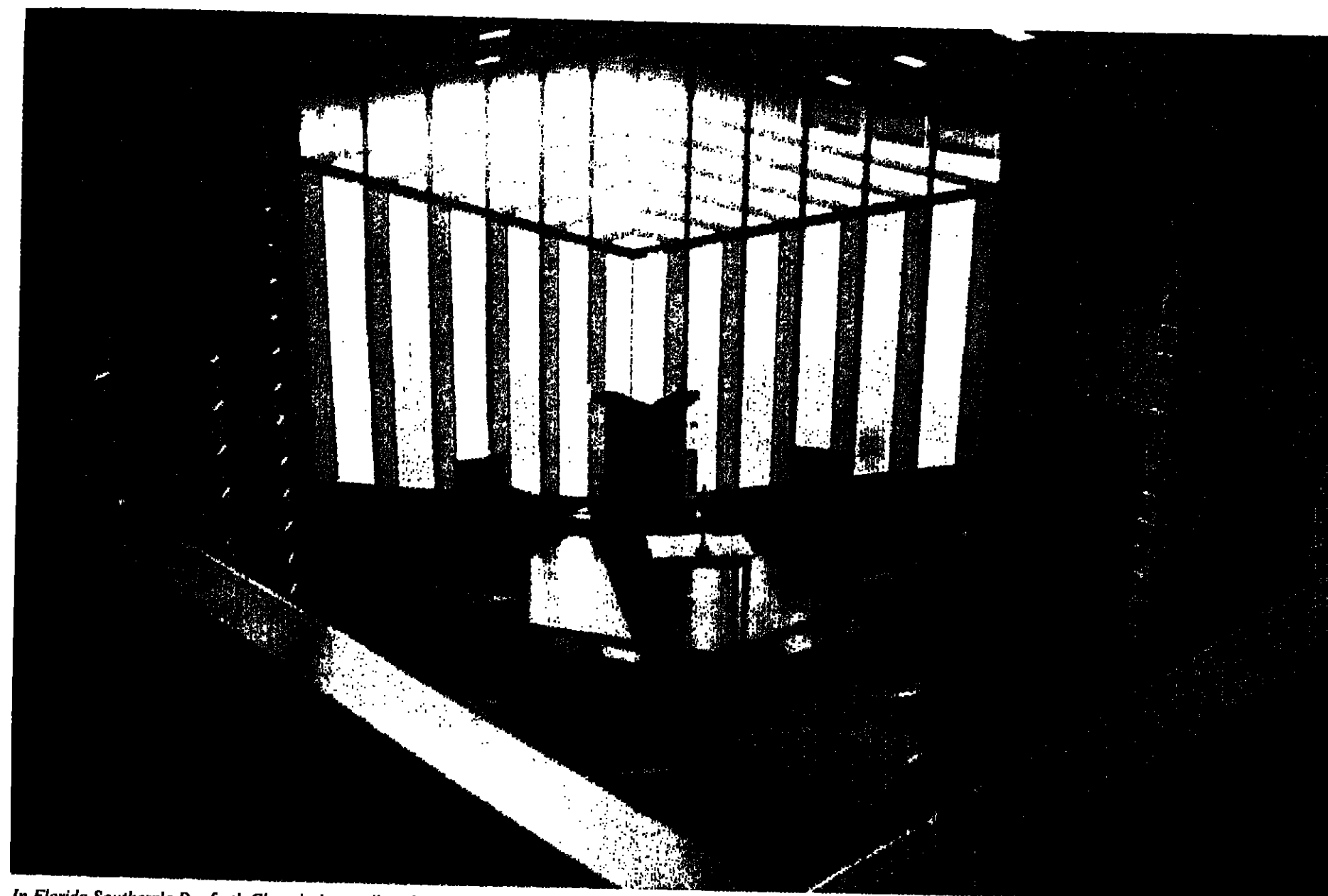
**E**LSEWHERE ON THE CAMPUS, Wright sought inspiration in another favorite shape, the circle. The original library has a circular reading room that serves as a prominent feature. Nearby was to have been a "water dome," a large round pool with nozzles built into its edge that were supposed to spray water upward and toward the center, creating the dome. The machinery never worked properly, however, and a circular plaza with smaller pools now occupies the site.

But even in buildings based on triangles and circles, Wright's preoccupation with the horizontal is obvious. In his 1938 reference building, completed the year before he died, Wright gave this preoccupation free rein and produced a design at once unassuming and supremely elegant.

The exterior sets plane above plane. Alongside the building, the esplanade's roof descends in overlapping, parallel planes; above are the multiple roof planes of the building proper. Inside, a corridor that serves as the structure's spine mediates among rooms on three levels and gives a sense of openness without compromising intimacy. Although the two-story corridor is tall and narrow, the cast blocks that Wright used in all his buildings here—nineteen inches high by three feet long—effectively dissipate any sense of verticality. At both ends of the hall, an intermediate roof plane pierces the windows and walls to reinforce the feeling of horizontality.

Fortunately, the science building has not yet suffered a renovation like the one that has robbed Ordway Hall of its original coloration. Here Wright's deep-red floors, simple woodwork, and sandstone-colored cast blocks blend so harmoniously that Ordway's cream-colored paint job seems garish by comparison. Even so, electrical cables are strung from window to window outside the science building, as if to remind visitors how difficult it is to balance the college's academic needs against its role as conservator of Wright's buildings.

The campus's centerpiece, the Annie



In Florida Southern's Danforth Chapel, the smaller of two on the college's campus, Wright gave a tiny building the kind of theatricality that most architects would reserve for much larger structures.

Pfeiffer Chapel, was the first building completed and is undoubtedly the most eccentric. The main mass of the chapel is a low hexagon; above it rises a tall, rectangular tower that admits light to the sanctuary below. The tower is supported at each end by three pairs of pyramids, stacked one pair on top of another; each pyramid is turned on its side so that its tip presses against the tip of its mate.

Ray Fischer, the college's public-relations director and Wright expert, explains the pyramids as an engineering trick: By allowing the inward-facing pressures of the chapel's left and right wall-and-ceiling systems to counteract each other through the touching pyramids, Wright avoided cluttering the interior with supporting columns.

Psychologically, however, the massive pyramids suspended above the sanctuary are disconcerting in a way Wright may not have anticipated.

By contrast, the adjoining Danforth Chapel is a smaller and much lovelier building. Its exterior is distinguished at one end by angled, stained-glass windows that come together like a ship's prow beneath the pointed peak of the roof. The red and yellow glass casts an especially rich light on the red floors, sand-colored blocks, and wood fixtures inside.

The defining feature of the interior is a diminutive balcony reached by a tiny, angled staircase. Barely one chair wide, it reaches forward along both sides of the chapel. Unexpected and thus all the more delightful in so small a space—few other architects would have dared suggest it—the balcony calls to mind the glory of larger churches and provides the perfect grace note to an intimate space.

Details too numerous to catalogue add similar notes to other buildings—small squares of colored glass set in the cast blocks of some buildings; Mayan forms in the columns that support the cantilevered esplanade roofs; fountains splashing in courtyards.

In all, the college has six groups of buildings by Wright. Several structures shown on his master plan were never built, for one reason or another, including a performing-arts complex and a lakefront amphitheater.

**N**OT SURPRISINGLY, the college has had some difficulty commissioning new buildings to complement Wright's. Nils Schweizer, a student of Wright's who served as his on-site assistant during part of the construction process here, designed most of the major buildings that have been erected since Wright's death. Schweizer, who died in 1988, proved adept at imitating Wright's architectural vocabulary, but growing enrollments forced him to work on a scale that overwhelms Wright's. And only one of the buildings he designed using Wright's vocabulary is really satisfying—the new library. By far the best of Schweizer's structures here is a 1984 business-and-economics building that makes a clean break from Wright.

In this, of course, Wright's legacy echoes Jefferson's—imitations of Jefferson's style have been provoking controversy at Virginia ever since Robert Mills put an annex on the back of Jefferson's Rotunda in 1853. One other parallel: Neither words nor photographs can do justice to either campus. Visit Jefferson's first, but don't miss Wright's.



In the Annie Pfeiffer Chapel, facing pyramids distribute the building's weight, allowing glass to be used in walls and roofs.







# The University of the South Pacific

1. LECTURER III IN ENGLISH — POST 92/14

Applications are invited for a Lecturer in English based within the Centre for the Enhancement of Learning and Teaching. The Centre provides assistance in reading, writing, listening, speaking and study skills to students who are having difficulties with studying. The acquired language of English, in all its forms, is available to the advanced students and to postgraduate students in all departments. Work is undertaken with individuals.

Applicants should have at least an MA in TESOL or a related area of linguistics. Experience of either or both of the following would be advantageous: to adults in a tertiary setting; purposes at intermediate and advanced levels; teaching general and revision of academic texts.

Salary will be in accordance with qualifications and experience in the following salary range: Lecturer II: \$17,310-\$20,142; Lecturer I: \$20,852-\$24,629.

## 2. MANAGER OF ADMINISTRATIVE COMPUTING — POST 91/91 (Readvertisement)

The Manager of Administrative Computing is responsible for all administrative computer systems used by the University, including financial applications, student records, payroll and personnel systems. The appointee will be responsible for the design, development, maintenance and operation of the University's computer systems for administrative purposes. The University has purchased a new IBM compatible computer system. The University has purchased a new IBM compatible computer system. The University has purchased a new IBM compatible computer system.

Applicants should have a relevant degree, excellent interpersonal communication skills, and a broad general knowledge of, and experience with, university administrative systems and computing. Knowledge of, and experience with, the management of university computer facilities and professional staff is desirable, and project leadership experience would be an advantage.

The Manager of Administrative Computing is one of three managers reporting to the Director of Computer Services. The University has a state-of-the-art computer system, with the VAX computer and PCs connected to an external mainframe building. Previous applicants need not re-apply.

Salary will be in accordance with qualifications and experience in the range: \$33,100-\$35,417. An induction allowance of 20% of basic salary will be paid.

The University also provides gratuity amounting to 15% of basic salary; 12.5% of salary; and a contribution of 10% of basic salary towards an approved superannuation scheme. Appointments will be for a contract period of three years and may be renewable by mutual agreement.

Further information may be obtained from the Assistant Registrar (Staffing) Telephone 313902; Telex F12276; Fax (679) 303437.

Candidates should send THREE COPIES of their curriculum vitae with full references and date of availability. In order to expedite the appointment process, applicants are advised to ask their referees to send confidential reports direct to the University without waiting to be contacted.

Applications should be sent to the Registrar, The University of the South Pacific, Suva, Fiji, to reach her no later than 30 April 1992.

# University of Otago

Te Whare Wānanga o Otago  
New Zealand

## LECTURER OR SENIOR LECTURER IN MARKETING

Applications are invited for appointment to the position of Lecturer or Senior Lecturer in the Department of Marketing. The Department is seeking a Lecturer or Senior Lecturer in the Department of Marketing. The Department is seeking a Lecturer or Senior Lecturer in the Department of Marketing.

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Equal opportunity in employment is University policy.

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# THE UNIVERSITY OF AUCKLAND

New Zealand

## A SENIOR LECTURESHIP (ASSOCIATE PROFESSORSHIP)

Department of Electrical & Electronic Engineering

School of Engineering

(Vacancy UAC.133)

Our Department of Electrical & Electronic Engineering is one of the largest of the six departments in the Faculty of Engineering which is housed in a single complex of buildings on the city campus of the University. The Department is experiencing considerable growth and currently has 220 equivalent full-time students. The Department teaches at both the undergraduate and graduate levels and has a strong research interests in power systems, power electronics, signal processing, radio communications, control and computer engineering. Excellent facilities exist to support these activities.

Applicants should have advanced qualifications, a strong research record, professional experience in power systems and/or control engineering, and be able to demonstrate leadership capability in an academic or professional environment.

The successful applicant will be required to teach at both the undergraduate and graduate levels, and pursue research in an appropriate area of the Department's research interests. The successful applicant will be responsible for the planning, development and operation of undergraduate courses and laboratories, for research leadership and for liaison with industry within the field of his/her specialty.

Compensation salary will be established within the range \$252,000-\$280,000 per annum (Senior Lecturer) or \$280,000-\$320,000 per annum (Associate Professor).

Conditions of Appointment and Method of Application are available from the Assistant Registrar, Academic Appointments, University of Auckland, Private Bag, Auckland, to whom all applications should be forwarded by 31 May 1992.

Please quote Vacancy Number UAC.133 in all correspondence.

The University of Auckland  
An Equal Employment Opportunity Employer

Palmerston North • New Zealand

Telephone (64) 6 356-9099

Fax (64) 6 350-5615

University of Waikato

Te Whare Wānanga o Waikato

Senior Lectureship and Lectureship in Women's Studies

(Continuing Appointments)

The University of Waikato invites applications from candidates with a background in Social Science or Cultural Studies for the positions of Senior Lecturer and Lecturer in Women's Studies. Areas within which applications are especially welcome are: contemporary feminist theory; race and gender; feminism and postmodernism; gender and public policy; methodology in women's studies. Applicants are expected to have a Ph.D. and be able to demonstrate a solid publication record. Applicants for the Senior Lectureship are also expected to have administrative experience. Successful candidates are expected to be available to take up appointment by 1 January 1993.

The current salary range for lecturers is NZ\$37,440-NZ\$48,088 per annum; and for senior lecturers NZ\$52,000-NZ\$67,000 per annum. Enquiries of an academic nature may be made to Professor Anna 868 2168; E-mail: Vaatamanga@waikato.ac.nz; Tel: (64) 7 858 2888; fax: (64) 7 858 2168; E-mail: Vaatamanga@waikato.ac.nz; Tel: (64) 7 858 2888; fax: (64) 7 858 2168.

Information on the method of application and conditions of appointment may be obtained from the Assistant Registrar, Academic Appointments, University of Waikato, Private Bag 3105, Hamilton, New Zealand. Tel: (64) 7 858 2888; fax: (64) 7 858 2168. Applications quoting reference number A92/16 should reach Academic Staffing by 30 June 1992.

Places for appointees' children may be available in the crèche run by the Campus Creche Society (Inc.). The University welcomes applications from suitable people regardless of race, creed, marital status or disability.

Applicants should send THREE COPIES of their curriculum vitae with full references and date of availability. In order to expedite the appointment process, applicants are advised to ask their referees to send confidential reports direct to the University without waiting to be contacted.

Applications should be sent to the Registrar, The University of the South Pacific, Suva, Fiji, to reach her no later than 30 April 1992.

Equal opportunity in employment is University policy.

Applicants should send THREE COPIES of their curriculum vitae with full references and date of availability. In order to expedite the appointment process, applicants are advised to ask their referees to send confidential reports direct to the University without waiting to be contacted.

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# MASSEY UNIVERSITY

LECTURER/SENIOR LECTURER IN INFORMATION SYSTEMS

Applications are invited for positions available within the Department of Information Systems. Applicants with commercial experience who wish to develop their teaching and research interests are welcome to apply. A good Honours degree will, in general, be the minimum acceptable qualification. The successful candidate will be expected to contribute to the undergraduate teaching programme, to teach honours and graduate level courses in an area of specialisation, and to be involved in research activities. They will also be encouraged to register for a higher degree.

The Department of Information Systems teaches a programme aimed at all students interested in computer applications, a large number of its students coming from the Business Studies Faculty.

Enquiries of an academic nature may be addressed to Mr D J Monin.

Reference number CHE 19/92 must be quoted. Closing date: 15 May 1992.

Further details of the above position together with Conditions of Appointment are obtainable from Mrs V B Bretherton, Personnel Section, to whom applications, including a full curriculum vitae, and the names, addresses and fax numbers of three referees should be sent before the closing date specified.

B.R.H. Monks  
Registrar

We are an Equal Opportunity Employer.

Palmerston North • New Zealand

Telephone (64) 6 356-9099

Fax (64) 6 350-5615

University of Cape Town

Postdoctoral Research Fellowships 1993

(Max R58 000 for 12 months)

The University of Cape Town annually invites applications for Postdoctoral Research Fellowships to be held at the University. There is no restriction to any particular field of research.

Preference will be given to recently qualified research workers not yet in established posts, but towards suitable for a visit of about three months. Preference is also given to applicants whose research interests and field of research mesh well with those of the appropriate host department.

The fellowships are tenable for between three and twelve months. The stipend (at lecturer level) attached to the Fellowship is calculated at R10 000 per month and is payable quarterly in advance. Successful candidates from abroad will receive an additional grant up to a maximum of R10 000. The buying power of the Rand within South Africa is somewhat better than might be expected from the current unfavourable exchange rates. The positions carry no additional fringe benefits. The successful candidates will be required to complete a medical questionnaire before the appointments are confirmed.

Applications in writing, to include full details of the applicant's envisaged research programme, in addition to a full curriculum vitae and the names of two referees should be submitted to the Head Registrar, Administration, University of Cape Town, Rondebosch 7700, Republic of South Africa, by 31 July 1992. The initial round of award letters will be dispatched in mid-October.

The policy and practice of the University of Cape Town are to oppose discrimination on grounds of gender, race or creed in any sphere of university life. UCT has consistently protested, and continues to protest, against apartheid laws and practices and is committed to working towards a just future for our country. Information on this is available on request.

C7301/1/885-0

# UNIVERSITY OF BOTSWANA

Applications are invited for the following appointments:

Department of Physical Education, Health and Recreation

ASSOCIATE PROFESSOR/PROFESSOR OF PHYSICAL EDUCATION (Vacancy No. 1/82 E/PHE)

The University of Botswana requires a Professor in the Department of Physical Education, Health and Recreation. This newly established department will offer professional training in Physical Education and Sport Sciences for full-time education students. The Department will also offer Certificates and Diplomas to part-time students. An MEd in Physical Education and Sport Sciences is to be introduced. The post-course development, teaching, financial administration, public relations, staff administration, research and publications; staff development; a detailed job description shall be provided on request.

Applicants should have at least a Master's degree in Physical Education but a doctorate is preferred. At least three years' experience at Senior Lecturer level in a university is required for the position of Associate Professor and three years' experience at Associate Professor level in a university or comparable institution of higher learning is required for the position of Professor. Evidence of a good record of research and publications in Physical Education with proven organisational teaching and human relation skills is also required. Preference will be given to those with prior experience in administering a physical education department.

Department of Mathematics

PROFESSOR (PURE MATHEMATICS) (Vacancy No. 8/M 1/82)

The successful candidate will be required to teach and conduct research in at least one of the following areas: Algebra, Analysis or Topology. Applicants should have at least a Master's degree but preferably a Ph.D. in the area of specialisation. In addition, candidates should have at least three years' experience at Associate Professor level in a university or comparable institution of higher learning. Preference will be given to those with prior experience in administering a physical education department.

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Department of Mathematics

PROFESSOR (PURE MATHEMATICS) (Vacancy No. 8/M 1/82)

# AUBURN UNIVERSITY

Teacher Education / Pedagogy Specialist

Applications are invited for the following appointments:

Department of Physical Education, Health and Recreation

ASSOCIATE PROFESSOR/PROFESSOR OF PHYSICAL EDUCATION (Vacancy No. 1/82 E/PHE)

The University of Botswana requires a Professor in the Department of Physical Education, Health and Recreation. This newly established department will offer professional training in Physical Education and Sport Sciences for full-time education students. The Department will also offer Certificates and Diplomas to part-time students. An MEd in Physical Education and Sport Sciences is to be introduced. The post-course development, teaching, financial administration, public relations, staff administration, research and publications; staff development; a detailed job description shall be provided on request.

Applicants should have at least a Master's degree in Physical Education but a doctorate is preferred. At least three years' experience at Senior Lecturer level in a university is required for the position of Associate Professor and three years' experience at Associate Professor level in a university or comparable institution of higher learning is required for the position of Professor. Evidence of a good record of research and publications in Physical Education with proven organisational teaching and human relation skills is also required. Preference will be given to those with prior experience in administering a physical education department.

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Department of Mathematics







## MORGAN STATE UNIVERSITY

Morgan State University is an urban-oriented institution which is committed, at the undergraduate level, to liberal arts, business, education and engineering, as well as in professional fields of pharmacy, dentistry, medicine, medical technology and law. At the graduate level, the University offers twenty-three master's degree programs, including programs in the arts and sciences, business, education, built environment studies (i.e., architecture, landscape architecture and city and regional planning), and transportation. The University also offers a doctoral program in urban educational leadership. Morgan State University announces the following positions available in the College of Arts and Sciences for the 1992-93 academic year.

### Department Chairpersons

(Appointments as chairpersons are for 12-month contracts (beginning July 1), with faculty rank and salary dependent upon qualifications.)

**ENGLISH AND LANGUAGE ARTS:** Duties include offering leadership for three undergraduate programs (English, Speech, and Humanities) and one graduate program (Master's in English), supervising 30 full-time faculty members, promoting faculty and program development, and teaching one course per semester. Qualifications include a Ph.D. in literature or linguistics, research record and some administrative experience.

**FINE ARTS:** Duties include offering leadership for three undergraduate programs (Art, Music and Theatre Arts) and one graduate program (Music); supervising eleven full-time faculty members and a number of part-time faculty members; promoting faculty and program development; and teaching two courses per semester. The chairperson also works closely with the interdisciplinary Humanities Program, with the James E. Lewis Museum of Art, and with the University Performing Arts Series. Qualifications include a terminal degree in Art, Music, or Theatre Arts, a record of research and/or creative scholarship and some administrative experience.

**FOREIGN LANGUAGES:** Duties include offering leadership for an undergraduate program in foreign languages (French, German, Latin and Spanish) and graduate (M.A.) program in modern languages; supervising four full-time faculty members, promoting faculty and program development, and teaching three courses per semester. Qualifications include a Ph.D. in Spanish, a record of research and some administrative experience.

**POLITICAL SCIENCE AND INTERNATIONAL STUDIES:** Duties include offering leadership for undergraduate programs in Political Science and International Studies and a graduate program in International Studies; supervising four full-time faculty members and a number of part-time faculty members; promoting faculty and program development; and teaching three courses per semester. Qualifications include a Ph.D. in American government and politics, public administration, or public policy, a record of research and some administrative experience.

**SOCIOLOGY AND ANTHROPOLOGY:** Duties include offering leadership for an undergraduate and graduate program in sociology; supervising four full-time faculty members and a number of part-time faculty members; promoting faculty and program development; and teaching three courses per semester. Qualifications include an earned doctorate in sociology or anthropology, a record of published research, some administrative experience and the ability to teach in one or more of the following areas: criminology, law and justice, marriage and family, demography, research methods, or social statistics.

### TENURE-TRACK FACULTY POSITIONS

(All faculty positions require a Ph.D. in the field specified (unless noted otherwise), a record of research and publications, and some experience in college-level teaching. Faculty appointments are for 10 months, with rank and salary dependent upon qualifications.)

**CHEMISTRY (Environmental and Industrial):** To teach freshman chemistry and undergraduate and graduate courses in environmental and industrial chemistry and to direct student research.

**ENGLISH (Old, Middle and Renaissance):** To teach undergraduate and graduate courses in Old, middle and renaissance literature and in Chaucer and disciplinary humanities.

**ENGLISH (Linguistics and Language):** To teach undergraduate and graduate courses in linguistics and the history of English language, as well as undergraduate courses in Freshman Composition and Interdisciplinary humanities.

**HISTORY (African):** To teach undergraduate and graduate courses in African and African Diaspora history, as well as other world civilization or African history.

**HISTORY (European):** To teach undergraduate and graduate courses in European history, especially as it relates to European imperialism and African colonization.

**INTERNATIONAL STUDIES:** To teach undergraduate and graduate courses in international studies, with a special emphasis on African countries.

**MATHEMATICS:** To teach undergraduate and graduate courses in mathematics, with preferred specialty in logic and foundations or differential equations.

**PHILOSOPHY:** To teach undergraduate general education courses in "Introduction to Logic," as well as upper-level courses in philosophy.

**PHYSICS:** To teach introductory and advanced undergraduate and graduate courses in physics and supervise student research. A background in experimental solid state physics is desirable, but applications from theoreticians will be considered.

**PSYCHOLOGY:** To teach undergraduate courses in clinical psychology and counseling or courses in applied psychology (i.e., industrial and organizational, school, health, or criminal psychology).

**SPEECH AND THEATRE ARTS:** To teach speech, argumentation and debate and theatre arts.

Send letter of application, résumé, and three letters of reference to:  
Dr. Barry J. Hall, Dean  
College of Arts and Sciences  
Morgan State University  
Baltimore, Maryland 21209

DEADLINE FOR ALL POSITIONS: MAY 11, 1992.

**Business Administration:** Tenure track management/marketing position beginning July 1, 1992. Doctorate required; preference given to college teaching and professional experience. Teaching responsibilities include: Survey of Business, Principles of Management, Management, Organizational Behavior, Retailing and Sales Management, Western State College, 305 Taylor Hall, Denver, CO 80202. Salary range: \$37,535-\$42,047. State benefits include: Pension, health, dental, vision, life insurance, and tuition waiver for family. EO/AAE.

**Business Affairs:** The Division Director of the University of Virginia seeks applications for the position of Associate Director of the Division for Business Services. The Division Director is a self-sustaining unit responsible for the management of approximately 6,200 students.

student bed spaces, 323 student family apartments, and 130 faculty and staff residences. Additionally, the Division manages facilities, services and facilities. The Division is responsible for the management of all business services, including: financial analysis and projections; timely preparation of financial statements; payroll; data network system; management of the University's financial system; and management of the University's financial system.

through the organization of research projects, training programs, conferences, seminars and information services. The Division is responsible for the management of the University's financial system, including: financial analysis and projections; timely preparation of financial statements; payroll; data network system; management of the University's financial system; and management of the University's financial system.

## TUSCULUM COLLEGE

### Faculty Positions - Fall 1992

Tusculum College, located in Northeast Tennessee in the beautiful foothills of the Appalachian Mountains, has experienced a 112 percent increase in traditional student enrollment in the past three years, thus necessitating the addition of two new faculty positions.

Tusculum College seeks faculty capable of contributing to its new commitment to liberal arts education. The College aims to become a center for the Civic Arts, whose graduates will have acquired the skills, knowledge, and motivation necessary to be highly capable and active participants in the public life of their society. A major part of this reform is the integrated and sequential general education curriculum (Commons courses). While team teaching is not required, all faculty, in addition to teaching in their disciplines, help to design and teach these courses, which encourage interdisciplinary perspectives and, where possible, experiential learning.

Other reforms are a focused calendar (one course at a time in eight blocks per academic year with additional summer blocks), a competency program (requiring students to be validated in fifteen competencies which support effective citizenship), a practicum (integrating knowledge acquired with community service and experiential learning), and a new faculty self-governance structure. To support these reforms the College seeks faculty who are committed to teaching, interested in innovation, and willing to do the intensive committee work necessary for effective governance.

**Position Openings in Humanities/Social Sciences. Ph.D. preferred.** Interested applicants should have background in one or preferably two of the following disciplines: philosophy, religion, history, political science. The college seeks generalists interested in developing interdisciplinary connections across the curriculum.

Send résumé to:  
Faculty Search Committee  
P. O. Box 5047  
Tusculum College  
Greenville, TN 37743

*Tusculum College is an equal opportunity employer. Women and minorities are encouraged to apply.*

## PROFESSOR AND DEPARTMENT HEAD

### Allied Health and Biological Sciences

Dutchess Community College, a unit of the State University of New York, seeks applicants for a tenure-track position of Professor and Department Head, The Allied Health and Biological Sciences Department. Duties include academic programs in Dietetic Technology, Medical Lab Technology and Liberal Arts Science. An earned Doctorate and a minimum of five years' college teaching experience are required. Community college teaching plus 15 or more part-time faculty leadership in curriculum development and administration of a dynamic, institutionally innovative department during the Fall 1992 semester and will assume department head responsibilities in January 1993 upon the retirement of the current Department Head.

Salary dependent upon experience and qualifications. Duties offers a comprehensive benefit package including: fully paid health, dental and life insurance, TIAA/CREF and availability of 10-day day care services. Send letter of interest and résumé by May 1, 1992 to:

Ms. Maureen Houghtaling, Personnel Assistant  
Dutchess Community College  
33 Flanders Road  
Poughkeepsie, NY 12601-1995  
AA/EOE

## RIVERSIDE COMMUNITY COLLEGE DISTRICT

### seeks applicants for

**MATH INSTRUCTOR**  
Deadline: May 1, 1992

**REGISTRAR**  
Minimum of a Master's degree in a discipline taught at the community college level is required. Two years of successful full-time work experience in college admissions and records, or in a closely related area, and in the supervision of office personnel. Previous teaching faculty status desired.

Call the Personnel Office at (714) 664-2240, ext. 293 for additional information and required District application materials. Open until filled. Screening of applications will begin April 27, 1992.

Equal Opportunity Employer

**Business/Chinese Affairs:** Hong Kong Polytechnic University, Business School, Chinese Business Unit, seeks applications for the position of Registrar in Business Studies. The Registrar will be responsible for the management of the University's financial system, including: financial analysis and projections; timely preparation of financial statements; payroll; data network system; management of the University's financial system; and management of the University's financial system.

through the organization of research projects, training programs, conferences, seminars and information services. The Division is responsible for the management of the University's financial system, including: financial analysis and projections; timely preparation of financial statements; payroll; data network system; management of the University's financial system; and management of the University's financial system.

## INSTRUCTORS

### Full-Time

Waubensee Community College is seeking candidates for full-time, tenure track faculty appointments beginning August 19, 1992, for the following positions:

**COUNSELOR:** Master's degree or equivalent in Counseling, College Student Personnel Service, or related counseling field required including at least two years of successful counseling experience, preferably at the community college or university level. Excellent bilingual Spanish/English skills required. Special emphasis will be placed on meeting the needs of bicultural, bilingual students. Forty hour work week includes one on one and group work.

**COMPUTER INTEGRATED MANUFACTURING:** Bachelor's degree or equivalent in Engineering or Engineering Technology required with at least three years' related industrial experience and two years' teaching experience at the community college or university level. Must have ability to develop a CIM curriculum. Classes include machine tool, computer numerical control, and manufacturing technology.

**ENGLISH:** Master's degree or equivalent in English Literature, Rhetoric, or English Education required with at least two years' teaching experience, preferably at the community college or university level. Experience teaching with computers as a classroom tool preferred. Classes include freshman English and literature.

**MATHEMATICS:** Master's degree or equivalent in Mathematics or Mathematics Education required with at least two years' teaching experience, preferably at the community college or university level. Working knowledge of computers required. Classes include algebra, statistics, trigonometry, calculus, and differential equations.

**PHYSICAL EDUCATION:** Master's degree or equivalent in Physical Education required with at least two years' teaching experience, preferably at the community college or university level. Ability to serve as head coach for men's basketball, coach an additional varsity sport, and provide leadership for assigned athletic teams required. Assist with providing leadership for the physical education program. Classes include health and physical education and first-aid.

**SPEECH:** Master's degree or equivalent with a concentration in Speech Communication required with at least two years' teaching experience at the community college or university level. Classes include speech communication, interpersonal communication, and critical thinking.

The following faculty position is a full-time, temporary, one-year appointment effective August 19, 1992 through May 17, 1993 with the possibility of continued employment and tenure track status:

**BIOLOGY, ANATOMY AND PHYSIOLOGY:** Master's degree or equivalent in Biology or Biology Education required with at least two years' teaching experience at the community college or university level. Classes include anatomy and physiology, zoology, principles of biology, and environmental biology.

Waubensee Community College is a fully accredited community college located 40 miles west of Chicago with a headcount enrollment of 7,000 students. The college is located in one of the fastest growing Chicago collar counties and operates a fully functional area telecommunications instructional system.

College application form, personal résumé, and confidential records must be received by the Office of Human Resources no later than 4:30 p.m. on May 15, 1992. Direct applications and inquiries to:

Office of Human Resources  
WAUBENSEE COMMUNITY COLLEGE  
Sugar Grove, Illinois 60054  
(708) 466-4811, Ext. 214, 216, 387

Equal Opportunity Employer M/F  
"In Search of Excellence"

In tertiary education, research or consultancy. Preference will be given to candidates who have experience in academic research and a good command of English. Responsibilities: The career specialist is responsible for the recruitment and selection of staff for the college. The career specialist is responsible for the recruitment and selection of staff for the college. The career specialist is responsible for the recruitment and selection of staff for the college.

Career Services: Search Reopened. Career Specialist for Corporate Relations at University of New Orleans is an Equal Opportunity Employer.

Career Services: Undergraduate Placement Coordinator, Pamplin College of Business, Virginia Polytechnic Institute and State University, Blacksburg, Virginia 24061-0206. Review applications beginning April 1, 1992. Position open May 18, 1992. VPI and SU is an Affirmative Action, Equal Opportunity Employer which actively seeks and encourages applications from qualified African Americans, women, and disabled persons.

Chemistry: Analytical Assistant Professor, tenure track, August 1, 1992. Ph.D. or M.S. in Chemistry. Teaching and research experience required. ACS approved BS program. Send letter of interest, curriculum vitae, and three references to: Dr. Ernestine Montgomery, Department of Chemistry, P. O. Box 4547, Austin Peay State University, Clarksville, Tennessee 37044. Search will continue until position is filled. Minority and female candidates encouraged to apply.

Chemistry/Physics Eastern Wyoming College is seeking a chemistry/physics instructor for the position of Assistant Professor of Chemistry. The position is a full-time, tenure track position. The position is a full-time, tenure track position. The position is a full-time, tenure track position.

## UNIVERSITY OF SAN FRANCISCO

### COLLEGE OF ARTS AND SCIENCES

### VISITING MINORITY SCHOLAR

The College of Arts and Sciences of the University of San Francisco invites applications for a Visiting Minority Scholar position to be held during the Fall 1992 and/or Spring 1993 semesters. The position is available in one of the social or behavioral sciences (Economics, History, Politics, Psychology, or Sociology).

The Visiting Scholar will be expected to teach two undergraduate courses per semester in his or her home department, to guest lecture in courses across the College of Arts and Sciences, to consult with departments on incorporating scholarship and activities which celebrate diversity into the curriculum, and to offer at least one public lecture per semester on a topic of the Scholar's interest.

Candidates representing ethnic and gender diversity are highly encouraged to apply. The University of San Francisco is an Equal Opportunity and Affirmative Action Employer.

Applicants should submit a letter of application, curriculum vitae, brief description of research interests, evidence of teaching ability, detailed syllabi and reading lists for three to five possible courses to be offered, and three letters of recommendation to:

Gerardo Marin, Ph.D.  
Associate Dean for Academic Affairs  
College of Arts and Sciences  
University of San Francisco  
2130 Fulton Street  
San Francisco CA 94117-1080

Consideration of applications will begin on May 1, 1992 and will continue until the position is filled. Salary is negotiable dependent upon qualifications and experience.

Established as San Francisco's first institution of higher learning in 1855, the University of San Francisco is a private Catholic and Jesuit university with an enrollment of 6,800 students. The university's principal mission is the liberal education of students in the arts and sciences, as well as the preparation of professionals for education, nursing, business, and law.

## UNIVERSITY OF SOUTHERN MAINE

### ACCOUNTING Search Extension

The University of Southern Maine's Department of Accounting is seeking a person to fill a tenure track position at the assistant professor level. Our teaching needs are in the areas of auditing and managerial accounting, with preference for someone who can teach both undergraduate auditing and MBA managerial accounting. Teaching effectiveness is emphasized with scholarly activity expected. Starting date: September 1, 1992.

Candidates will have a Ph.D. or DBA in accounting, or be at an advanced stage of ABD. An individual who is ABD would be eligible for a one year appointment at the rank of Lecturer. Experience and CPA/CMA are positive additional factors. Competitive salary and benefits.

Send letter of application, vitae, and a list of three references to:  
Dr. George Violette  
School of Business, Economics, and Management  
Rm. 104  
University of Southern Maine  
96 Falmouth Street  
Portland, ME 04103  
FAX (207) 780-4662

REVIEW OF APPLICATIONS WILL BEGIN IMMEDIATELY AND CONTINUE UNTIL THE POSITION IS FILLED.  
USM IS AN EEO/AA EMPLOYER.

Faculty of New Orleans is an Equal Opportunity Employer.

Career Services: Undergraduate Placement Coordinator, Pamplin College of Business, Virginia Polytechnic Institute and State University, Blacksburg, Virginia 24061-0206. Review applications beginning April 1, 1992. Position open May 18, 1992. VPI and SU is an Affirmative Action, Equal Opportunity Employer which actively seeks and encourages applications from qualified African Americans, women, and disabled persons.

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## HAWAII PACIFIC UNIVERSITY

### ALEXANDER & BALDWIN, Inc.

### CHAIR IN BUSINESS

Hawaii Pacific University, one of America's fastest growing independent universities, announces the search for the second recipient of the Alexander & Baldwin, Inc. Distinguished Professor of Business. The Chair, established in 1991 by one of America's oldest corporations, will be redesignated for the 1993-1994 academic year.

The University enrolls over 6,400 full- and part-time students in 3 graduate programs and 19 undergraduate programs with 30 majors. The M.B.A. program is the largest in the state and is experiencing rapid growth.

Since it is the intention of the donor to enhance the existing instruction at Hawaii Pacific University, preference will be given to a new faculty member in business who brings needed teaching skills to the School of Business Administration. The faculty member holding the Chair must have an earned Ph.D. or D.B.A. in business administration, or one of its allied fields, including computer science, finance, economics, marketing, or accounting.

Candidates may apply directly to the Graduate Dean by submitting a current vita and a letter supporting the application for the Chair. Supporting documents may be included listing education, professional accomplishments, evidence of teaching excellence and publications.

Candidates may also be nominated by other faculty members, administrators, or members of the business community.

The holder of the Chair may, from time to time, be asked to represent the University before business, civic, academic, and other public groups. The holder is expected to participate in all relevant University and departmental activities and to demonstrate continued excellence as an educator. The expected teaching load is negotiable, but would likely include at least three courses a semester.

Salary range: Negotiable, based on experience.  
Applications and nominations are due by July 1, 1992 and should be sent to:



Dr. Warren Wee  
Dean for Graduate Studies  
Hawaii Pacific University  
1164 Bishop Street, Suite 123  
Honolulu, Hawaii 96813

## A Department of Defense Career Opportunity

### PROFESSOR OF ECONOMICS



### Industrial College of The Armed Forces

### NATIONAL DEFENSE UNIVERSITY

Fort Lesley J. McNair, Washington, D.C. 20319-6000

As Professor of Economics, you will teach economic concepts, theory and policy applications in the areas of national security, defense management and related fields. Sessions taught in the core academic program include selected macro, micro, and international economics topics, defense economics, and industrial analysis. Elective courses taught in the advanced studies program involve in-depth study and coverage of similar topics. Students are senior military officers (O-5 & O-6) and government executives (GS-14 & GS-15), most of them hold advanced degrees. Your research duties will include supervision of a number of student projects on a variety of defense economic topics and other aspects of resources management at the national or international level. You will also serve as a research consultant and advisor in the field of economics of national and international security, including management of defense resources, in relation to the Department of Defense, other Departments and Agencies of the federal government, and industry. Salary ranges from \$55,389.00 to \$90,351.00 per year, depending on qualifications and experience. Position and salary are contingent upon funding. Qualifications include a doctoral degree, significant teaching experience at the associate professor level and must be able to obtain Top Secret security clearance. Apply by sending 37 171 or complete curriculum vitae (CV) April 30, 1992 to: National Defense University, Attn: Civilian Personnel (NA, Lyons), Bldg. 62, Rm. 201, Fort Lesley J. McNair, Washington, D.C. 20319-6000; (202) 267-9360 or DSN 667-9360. An Equal Employment Opportunity Employer M/F.

beginning Fall semester, 1992. This is a nine-month position. Duties include teaching lecture and laboratory courses in chemistry and physics, and possibly other related science fields or math, preparing and stocking supplies, and advising students. Salary range: \$37,535-\$42,047. State benefits include: Pension, health, dental, vision, life insurance, and tuition waiver for family. EO/AAE.

Chemistry: Analytical Assistant Professor, tenure track, August 1, 1992. Ph.D. or M.S. in Chemistry. Teaching and research experience required. ACS approved BS program. Send letter of interest, curriculum vitae, and three references to: Dr. Ernestine Montgomery, Department of Chemistry, P. O. Box 4547, Austin Peay State University, Clarksville, Tennessee 37044. Search will continue until position is filled. Minority and female candidates encouraged to apply.

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ern European languages (preferably  
very desirable. Salary: \$25,000 mini-  
mum. Four-year position with faculty  
status. Excellent fringe benefits, including  
travel medical/hospitalization plans, a dental  
plan, and a pension plan. Send resume and  
references. Appointment deadline: April  
1992. Send letter of application, with  
résumé, and names, addresses, and phone  
numbers of four references to: Alexander  
Christ, Collection Management Officer,  
College of Library, Arkadelphia, AR  
71901.







## UNIVERSITY OF NORTH FLORIDA

Jacksonville, Florida

### DIRECTOR BARNETT INSTITUTE: A CENTER FOR THE MANAGEMENT OF TECHNOLOGY IN FINANCIAL SERVICES

The University of North Florida (UNF) is proud to announce the establishment of the Barnett Institute as a center for the study, application, and management of technology in the financial services industry. The Institute, initially funded by Barnett Bank, invites nominations and applications for the position of Director. The director's primary responsibility will be the perpetuation of the Institute through (1) establishing relationships between the University and the financial services business community, (2) identifying and securing additional public and private funding for the Institute (part of the vision for the Institute is that it become self-sustaining within three years), (3) determining, in consultation with faculty and industry sponsors, an appropriate research agenda for the investigation of specific technologies, and (4) coordinating individual faculty research programs to produce an integrated and strategic research framework for the identified technological opportunities.

The director will provide leadership and direction for the Institute and be responsible for its continuing development. The successful candidate will have experience in the financial services industry and will understand how technology can be applied to support strategic initiatives. He/she will possess strong executive and organizational skills; will be able to think creatively and strategically; will be able to articulate the Institute's vision and plans effectively to corporate leaders and convince them of the wisdom of participating in the Institute's efforts; will be able to secure continuing funding for the Institute from these corporate leaders and through grant proposals; and will be able to operate within an academic framework.

UNF is located in Jacksonville, Florida, and is one of nine institutions in the State University System of Florida. UNF is an institution with a record of excellence in teaching and is strongly committed to research. Jacksonville is the financial services capital of Florida and one of the top financial services centers in the nation.

Minimum qualifications are an appropriate Bachelor's degree and ten years of relevant experience or a Master's degree and five years of relevant experience. Starting date and salary are negotiable.

Nominations, or letters of application, accompanied by a current resume, are to be postmarked no later than May 15, 1992. Address to: Mr. Lance Taylor, Chairperson of Search Committee, c/o Academic Affairs, J. J. Daniel Hall, University of North Florida, 4567 St. Johns Bluff Road, Jacksonville, FL 32216-6699.

Provisions of Florida's Government in the Sunshine and Public Records Law are applicable.

UNF IS AN AFFIRMATIVE ACTION, EQUAL OPPORTUNITY EMPLOYER

## Wellesley College

Wellesley College is seeking applicants for  
Head of House positions beginning  
August, 1992.

Responsibilities include administration of a residence hall, staff supervision, advising, counseling and commitment to the values of a multicultural community. The position is a part-time, ten-month, live-in position which includes salary, apartment and benefits.

Requirements: Bachelor's Degree or equivalent experience, a Master's Degree desirable; 2-3 years of related work experience.

Send letter of application, resume and the names of three references to: Patricia Basque, Manager of Employee Relations, Office of Personnel, Wellesley College, Wellesley, MA 02181 or 429992.

Wellesley College especially welcomes applications from ethnic minorities and women.

## Wellesley College

May 1, 1992 will receive first consideration. The University of Wyoming is an Affirmative Action, Equal Opportunity Employer.

**Mathematics/Statistics:** A temporary appointment as an instructor or assistant professor level is available in the fall of 1992 and expected to extend for a period of two years. This non-tenure track position is a substantial replacement, will be responsible for both the management and teaching of the course. The position is a full-time position in the Department of Mathematics. Some opportunity exists for development of subsequent positions in the area. Ph.D. preferred but M.S. with relevant work experience will be seriously considered. Mail to: a faculty position in the Department of Mathematics, University of Wyoming, 1000 E. University Avenue, Laramie, WY 82031. Send letter of application, resume and the names of three references to: Patricia Basque, Manager of Employee Relations, Office of Personnel, Wellesley College, Wellesley, MA 02181 or 429992.

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## DIRECTOR OF THE LIBRARY MONMOUTH COLLEGE WEST LONG BRANCH, N.J.

Applications and nominations are invited for the position of Director of the Guggenheim Memorial Library. The Director reports to the President and is responsible for the overall management of library planning, services, collections, budget and staff. The position is a renewable administrative three year appointment at associate or full professor level with tenure eligibility. Minimum salary: \$50,000. Qualifications include an ALA-accredited M.L.S., progressively responsible administrative experience in an academic library, significant experience with library automation and the application of emerging computer and telecommunications technologies to library functions and services, and the ability to communicate and work effectively with diverse campus constituencies. Representing the Library on academic committees, the Director is an active library advocate and promoter of information literacy. The Director also serves as ex-officio member of the Board of the Library Association, a long established friendly group that has provided the monetary support for library automation and an environment for materials. Additionally, the Director participates in service operations such as weekend reference rotation.

Current library holdings total 237,000 books and bound periodicals and 1,400 periodical subscriptions. The Library has an integrated online (CLS) system. The Director coordinates activities of six faculty librarians and 17.5 FTE support staff.

Monmouth College is a private, comprehensive institution offering over 45 undergraduate and graduate degree programs with more than 4,000 students and 150 FTE faculty. It is located in the central New Jersey shore area, approximately one mile from the Atlantic Ocean, one hour from New York City, and two hours from metropolitan Philadelphia.

Send letter of application, curriculum vitae, and the names, addresses and telephone numbers of three references to: Search Committee, c/o Department of Biology, Monmouth College, West Long Branch, New Jersey 07764. Applications received by May 31 will receive first consideration. The successful candidate is expected to begin by September 1, 1992. Women and minority candidates are encouraged to apply.

## BUTLER UNIVERSITY Associate Director of Alumni Affairs

Butler University is seeking an associate director of alumni affairs to assist in the management and development of a comprehensive alumni affairs program. Responsibilities will include serving as the point person for an alumni chapter program, working with reunion programming, both by year and by constituent group, planning special cultivation events, student relations, and other general alumni affairs activities.

Applicants must have a bachelor's degree, a knowledge of alumni programming, and an understanding of higher education and its mission. Two years' experience working with volunteers within the framework of a college setting are preferred. Applicants must possess excellent oral and written communication skills and an ability to work cooperatively with various constituencies.

Butler University, established in 1855, is a private liberal arts institution located on 200 acres in the heart of thriving, near-northern Indianapolis. Enrollment is 2,500 undergraduate and 1,500 graduate students in five colleges. The alumni population is over 31,000. Applicants should forward resume to Stefan S. Davis, Director of Alumni and Parent Affairs, 3600 Sunset Avenue, Indianapolis, Indiana 46208. The position is available June 1. Applications will be accepted until the position is filled.

EO/AAE. Women and minorities encouraged to apply.

**Mathematics:** Non-tenure track position available August 1992 to teach a calculus course. Minimum of two years' experience in the mathematics or mathematics education. Teaching experience desirable. Send letter of application, current resume, and the names of three references to: Dr. Terry Kim, Chair, Search Committee, Department of Mathematics and Statistics, Northwest Missouri State University, Maryville, Missouri 64468. Closing date: May 1, 1992 or until filled. AA/EOE.

**Mathematics:** Non-tenure track position available August 1992 to teach a calculus course. Minimum of two years' experience in the mathematics or mathematics education. Teaching experience desirable. Send letter of application, current resume, and the names of three references to: Dr. Terry Kim, Chair, Search Committee, Department of Mathematics and Statistics, Northwest Missouri State University, Maryville, Missouri 64468. Closing date: May 1, 1992 or until filled. AA/EOE.

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## ASSISTANT DIRECTOR OF ADMISSIONS

Under the supervision of the Director of Admissions, the Assistant Director is responsible for the recruitment, evaluation, selection, and enrollment of first year students and transfer students. The position involves extensive travel to major U.S. cities during the fall months representing the College at high schools, college fairs, and with local alumni. On campus responsibilities include interviewing and evaluating prospective applicants and meeting with their families. Further relations with the public entail communication with the Holy Cross faculty and students as well as secondary school officials. The Assistant Director is primarily responsible for coordinating the Transfer and Senior Interview programs.

Bachelor's degree plus 2-3 years' experience in college or secondary school admissions required. Excellent interpersonal and communication skills. Ability to effectively convey the value of a Jesuit Liberal Arts education necessary. Ability to work independently as well as part of an admissions team. Strong organizational skills, high energy level, and a sense of humor.

Position to be available July 1, 1992. Deadline for applications April 30, 1992. Please send resume to: Personnel Department, College of the Holy Cross, 1 College Street, Worcester, MA 01610-2395. An Equal Opportunity Employer. Women and minority candidates are encouraged to apply.

## COLLEGE OF THE HOLY CROSS

### COOPERATING LIBRARIES IN CONSORTIUM

#### Consortium Manager

Cooperating Libraries in Consortium (CLIC), composed of the libraries of seven academic institutions located in the Twin Cities of Minneapolis and St. Paul, Augsburg College, Bethel College, College of St. Catherine, Concordia College, Hamline University, Macalester College, and the University of St. Thomas, is seeking a Consortium Manager for a one-year term appointment with the possibility of a permanent appointment. CLIC is the process of implementing a Dynix automated system, including the Access Catalog and a circulation, with the possible addition of Serials Acquisitions within the next year. Under the direction of the CLIC Executive Committee and within the policy guidelines of the Board of Directors, the Consortium Manager coordinates the services and programs of the Consortium (including the automated system, resource sharing program, and document delivery), serves as an ex-officio member of the Executive Committee and the Board, and manages a consortium staff of 1.5 FTE.

Qualified candidates should possess an ALA-accredited M.L.S. degree, five years' experience in a library or library network environment, demonstrated ability to manage complex projects, understanding of academic library services, and excellent communication and interpersonal skills. The ability to work with a large number of people of varying skill levels in multiple organizations.

Salary from \$10,000, depending upon experience. Excellent benefits to interested individuals should send a letter of application and resume with three references to: Dr. Robert J. Kline, Director of Library Services, 354 S. University Avenue, St. Paul, MN 55105. Applications received by April 30 will receive first consideration. Position available July 1, 1992.

CLIC is an EOE Employer.

cord of excellence in teaching, research and service activities, consistent with a commitment to the liberal arts tradition. The position is a full-time position in the Department of Mathematics and Statistics, University of St. Thomas, 1000 University Avenue, St. Paul, MN 55105. Applications received by April 30 will receive first consideration. Position available July 1, 1992.

**Mathematics/Statistics:** The Freshman Year of Studies at the University of Notre Dame seeks a Director of Collaborative Learning in the Freshman Learning Resource Center. Focus on establishing and facilitating learning groups which help students solve problems in mathematics and science. Nine or twelve month appointment as member of non-tenure track special professional faculty. Master's degree required, doctorate preferred in mathematics or natural science. Successful teaching experience with special interest in pedagogy, starting date August 1992. Send letter of application and resume to: Dr. Ellen Kolman, Director, Freshman Year of Studies, University of Notre Dame, Notre Dame, Indiana 46556. AA/EOE.

**Mathematics/Statistics:** St. Mary's College, Winona, Minnesota. Applications are invited for a full-time position in the Department of Mathematics and Statistics. The position is a full-time position in the Department of Mathematics and Statistics, University of St. Thomas, 1000 University Avenue, St. Paul, MN 55105. Applications received by April 30 will receive first consideration. Position available July 1, 1992.

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## UNIVERSITY OF MAINE

at Augusta

### COORDINATOR OF RETENTION SERVICES AND COUNSELOR

The Office of Student Services at the University of Maine at Augusta (UMA) is seeking applicants for the position of Coordinator of Retention Services and Counselor. The position is a full-time position in the Office of Student Services, UMA. The position is a full-time position in the Office of Student Services, UMA. The position is a full-time position in the Office of Student Services, UMA.

This position will be responsible for the development of a collaborative program to improve retention rates for UMA students and will provide direct career, educational and personal counseling services. The position will also be responsible for the development of a collaborative program to improve retention rates for UMA students and will provide direct career, educational and personal counseling services. The position will also be responsible for the development of a collaborative program to improve retention rates for UMA students and will provide direct career, educational and personal counseling services.

Search Committee for Coordinator  
Office of Student Services  
University of Maine at Augusta  
Augusta, Maine 04453

The University of Maine at Augusta is an affirmative action,  
equal opportunity employer

## DIRECTOR AUXILIARY SERVICES

Located in Worcester, Massachusetts, the College of the Holy Cross is a highly selective liberal arts college of 2,600 students, with an operating budget in excess of \$60,000,000. We are searching for a dynamic general manager to provide leadership and direction to our revenue producing "business" on campus.

Reporting to this position are the Directors of Food Service, Conference Services, Graphic Arts, Post Office and Bookstore. The successful candidate will have a proven track record in managing diverse "profit centers" in a challenging, service oriented environment. We are particularly interested in candidates with a well balanced background in operational management positions with strong organizational and financial management skills. Candidates with a proven customer service oriented background will be strongly considered.

Please send resumes to: Personnel Department, College of the Holy Cross, 1 College Street, Worcester, MA 01610-2395. An Equal Opportunity Employer. Women and minority candidates are encouraged to apply.

## COLLEGE OF THE HOLY CROSS

Responsible for planning and implementation of campus activities, including the development of a collaborative program to improve retention rates for UMA students and will provide direct career, educational and personal counseling services. The position will also be responsible for the development of a collaborative program to improve retention rates for UMA students and will provide direct career, educational and personal counseling services.

**Mathematics/Statistics:** The Freshman Year of Studies at the University of Notre Dame seeks a Director of Collaborative Learning in the Freshman Learning Resource Center. Focus on establishing and facilitating learning groups which help students solve problems in mathematics and science. Nine or twelve month appointment as member of non-tenure track special professional faculty. Master's degree required, doctorate preferred in mathematics or natural science. Successful teaching experience with special interest in pedagogy, starting date August 1992. Send letter of application and resume to: Dr. Ellen Kolman, Director, Freshman Year of Studies, University of Notre Dame, Notre Dame, Indiana 46556. AA/EOE.

**Mathematics/Statistics:** St. Mary's College, Winona, Minnesota. Applications are invited for a full-time position in the Department of Mathematics and Statistics. The position is a full-time position in the Department of Mathematics and Statistics, University of St. Thomas, 1000 University Avenue, St. Paul, MN 55105. Applications received by April 30 will receive first consideration. Position available July 1, 1992.

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## DIRECTOR OF STUDENT ACTIVITIES AND ORIENTATION York College of Pennsylvania

Responsible for planning and implementation of campus activities, including the development of a collaborative program to improve retention rates for UMA students and will provide direct career, educational and personal counseling services. The position will also be responsible for the development of a collaborative program to improve retention rates for UMA students and will provide direct career, educational and personal counseling services.

### NURSING

Temple College, a private, non-profit, Catholic college, is seeking a Director of Nursing. The position is a full-time position in the Office of Student Services, Temple College. The position is a full-time position in the Office of Student Services, Temple College. The position is a full-time position in the Office of Student Services, Temple College.

## DIRECTOR LOUISIANA SCHOLARS' COLLEGE Northwestern State University of Louisiana

POSITION: Applications are invited for the position of Director of the Louisiana Scholars' College, a unique program for students with exceptional academic achievement. The position is a full-time position in the Office of Student Services, Northwestern State University of Louisiana. The position is a full-time position in the Office of Student Services, Northwestern State University of Louisiana. The position is a full-time position in the Office of Student Services, Northwestern State University of Louisiana.

**Mathematics/Statistics:** The Freshman Year of Studies at the University of Notre Dame seeks a Director of Collaborative Learning in the Freshman Learning Resource Center. Focus on establishing and facilitating learning groups which help students solve problems in mathematics and science. Nine or twelve month appointment as member of non-tenure track special professional faculty. Master's degree required, doctorate preferred in mathematics or natural science. Successful teaching experience with special interest in pedagogy, starting date August 1992. Send letter of application and resume to: Dr. Ellen Kolman, Director, Freshman Year of Studies, University of Notre Dame, Notre Dame, Indiana 46556. AA/EOE.

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## DIRECTOR AND FACULTY, TEACHER EDUCATION PROGRAM

### Pacific Oaks College Pasadena Campus

Pacific Oaks, located on two campuses in Pasadena, California, is a unique educational institution offering upper division and graduate-level college programs in human development, counseling, and teaching credentials, and a children's school program serving infants through primary age children and their parents. This is a 12 month position.

Qualifications: Ph.D./Ed.D. preferred; M.A. required; primary grade teaching, curriculum design, human development, developmental education, and public school experience preferred; teaching credential required; administrative credential preferred; college level teaching experience.

Responsibilities: Direct all aspects of the teacher education program; coordinate with Special Education Director; teach 3 curriculum courses each year; coordinate core adjunct faculty hirings; coordinate student teaching supervision teams. Implement and monitor state and federal guidelines requirements; maintain relations with California Commission on Teacher Credentials; coordinate with Teacher Credential Program faculty in Seattle; supervise Credentials Office Staff and functions with Assistant Dean of Student Services; advise 40 students in credential program; chair 8 these project committees; institutional service on faculty committees; strengthen and expand credential program; develop administrative credential.

Send cover letter, resume and three original letters of recommendation to:

Faculty Search Committee,  
Office of the Dean  
Pacific Oaks College  
5 Westmoreland Place  
Pasadena, CA 91103

## INSTITUTIONAL RESEARCH COORDINATOR

### George Mason University

George Mason University seeks an Institutional Research Coordinator (IRC) to oversee institutional research and information dissemination for the Office of Institutional Planning and Research (OIPR). The IRC, with staff support, will serve as analytical support for the institutional research and resource allocation functions.

The IRC will work closely with senior administrators to analyze and disseminate management information and information dissemination for the Office of Institutional Planning and Research (OIPR). The IRC will report to the Assistant Vice President for Institutional Planning and Research.

Candidates must have an advanced degree, preferably a doctorate in a related field such as higher education, psychology or educational measurement, and previous experience in an institutional research office.

To ensure full consideration, send a resume along with at least three references by May 1 to:

Dr. Edward L. Delaney  
Asst. Vice President, Planning and Research  
12365 Mason Hall  
Fairfax, VA 22030-1444

Salary and fringe benefits are competitive. George Mason University is an AA/EOE Employer.

Opportunities to discuss the position will be available at the AIR Annual Forum, May 10-13 at the Atlanta Hilton.

**Playview, Texas 1992:** Include interest in Playview, Texas 1992. Include interest in Playview, Texas 1992. Include interest in Playview, Texas 1992. Include interest in Playview, Texas 1992.

**Music:** Assistant Professor, tenured track, beginning August 1992. Duties: studio director, performance, other areas. Send application letter, resume, and three references to: Dr. Robert J. Kline, Director, Freshman Year of Studies, University of Notre Dame, Notre Dame, Indiana 46556. AA/EOE.

**Music:** Assistant Professor, tenured track, beginning August 1992. Duties: studio director, performance, other areas. Send application letter, resume, and three references to: Dr. Robert J. Kline, Director, Freshman Year of Studies, University of Notre Dame, Notre Dame, Indiana 46556. AA/EOE.

**Music:** Assistant Professor, tenured track, beginning August 1992. Duties: studio director, performance, other areas. Send application letter, resume, and three references to: Dr. Robert J. Kline, Director, Freshman Year of Studies, University of Notre Dame, Notre Dame, Indiana 46556. AA/EOE.

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## ECKERD COLLEGE ST. PETERSBURG, FLORIDA

### DIRECTOR OF INSTITUTIONAL RESEARCH AND PLANNING

Description: The Director of Institutional Research and Planning reports to the President and is responsible for the Institutional Research Program of Eckerd College and for staffing and coordinating all long range planning of the College. The position involves assignments related to key aspects of the operation of the College, including:

1. continuous evaluation of the impact of Eckerd College and its programs on students as a basis for setting priorities for educational program development and research, and for conducting related studies;
2. coordination of all institutional research and long range planning at Eckerd College;
3. assurance of compliance with SACS Section III: Institutional Effectiveness of the Accreditation Standards;
4. communication of current developments in higher education as background for Eckerd College program evaluation and innovation;
5. development of proposals and position papers as stimulus for discussion of Eckerd College's purposes, educational assumptions and principles, and program effectiveness, and to stimulate proposals for educational experimentation;
6. maintenance of comparative data on selected peer institutions and longitudinal data for Eckerd College for use in planning;
7. work on special assignments of value to the College.

Qualifications: Ph.D. preferred, with expertise in the psychology of learning, human development, educational research, plus evidence of understanding the functioning of a liberal arts college. Eckerd College, located in St. Petersburg, Florida, is a selective, private, liberal arts college with 1,860 undergraduate residential students, and over 1,000 adult part-time students. Eighty-eight full time faculty members deliver a comprehensive curriculum including general education and specialized programs. The college is related by covenant to the Presbyterian Church.

The application deadline is May 15 for position starting August 1, 1992. Salary is commensurate and commensurate with experience, and includes excellent benefits. Nominations are welcome. Applications including a letter of application, curriculum vitae, and three current letters of reference should be directed to:

John Fry, Executive Assistant to the President

Eckerd College

4200 54th Avenue South

St. Petersburg, Florida 33711

Equal Opportunity Employer

## THE AMOS TUCK SCHOOL OF BUSINESS

### TUCK

### Director of Admissions

The Amos Tuck School is seeking a Director of Admissions who will have responsibility for the recruitment, selection and enrollment of students. The Director of Admissions administers the evaluation and decision process for approximately 2,500 MBA applicants for a class of 170 places and works closely with the Faculty/Administrative Selection Committee in setting admission policy.

MBA and/or corporate experience desirable; previous MBA admissions experience preferred. Good judgment and strong interpersonal, administrative and communication skills are essential. Substantive resume, cover letter and salary expectations to Executive Officer, Amos Tuck School of Business Administration, Dartmouth College, Hanover, NH 03755.

## Dartmouth College

An Affirmative Action/Equal Opportunity Employer. Women and minorities are encouraged to apply.

Physical Therapy: Program Head, Physical Therapist Assistant, Wytheville Community College seeks to hire a Program Head or Physical Therapist Assistant. The Program Head is to provide leadership for the college's A.A.S. Physical Therapy program. Responsibilities include: curriculum development, teaching, advising students, and general college faculty duties. Qualifications include: minimum of a Bachelor's degree in Physical Therapy and two years' occupational experience. Teaching experience, college administration experience, and course work in educational theory and curriculum development are preferred. Salary and rank are commensurate with experience. Position is part of the Wytheville Community College System. Contact: Human Resources Office, Wytheville Community College, 1001 East Main Street, Wytheville, Virginia 24485. Applications will be received through May 1, 1992. Closing date is employment August 15, 1992. WCC is an Equal Opportunity, Affirmative Action Employer.

Physical Therapy: The College of Health at the University of North Florida in Jacksonville is seeking to fill two assistant professor positions in a new Physical Therapy program. Successful candidates must have a Ph.D. in Physical Therapy, a minimum of a master's degree, Doctorate preferred. Excellent opportunities for clinical practice and research in any one of five hospitals who support the program. If you want to live and work in a beautiful part of the world, and if you want to be part of an exciting program, this is the advertisement for you. Salary commensurate with education and experience. Closing date: June 1, 1992. Send resume and three letters of recommendation to: C. Nick Wilson, Chair, Search Committee, College of Health, University of North Florida, 6601 University Blvd. South, Jacksonville, Florida 32216-6699; (904) 646-2840. UNF is an Equal Opportunity, Affirmative Action Employer.

Physical Therapy: Georgia Southwestern College, Statesboro, Georgia is seeking a Ph.D. in Physical Therapy with a minimum of five years' experience in a physical therapy program. Responsibilities include: teaching, advising students, and general college faculty duties. Qualifications include: minimum of a Bachelor's degree in Physical Therapy and two years' occupational experience. Teaching experience, college administration experience, and course work in educational theory and curriculum development are preferred. Salary and rank are commensurate with experience. Position is part of the Wytheville Community College System. Contact: Human Resources Office, Wytheville Community College, 1001 East Main Street, Wytheville, Virginia 24485. Applications will be received through May 1, 1992. Closing date is employment August 15, 1992. WCC is an Equal Opportunity, Affirmative Action Employer.

## Colorado School of Mines

### Associate Director of Corporate and Foundation Relations

The Associate Director of Corporate and Foundation Relations is responsible for assisting in the planning and implementation of a strategic program to maximize corporate and foundation support for CSM. Reporting to the Director of Corporate/Foundation Relations, the Associate Director coordinates multi-faceted identification, cultivation, solicitation and stewardship of corporate and foundation funds.

The Colorado School of Mines is a leading institution for education and research in engineering and applied science related to minerals, energy, materials and environment. Corporate and Foundation support is a major component of CSM's development program, and a significant part of CSM's current capital campaign.

Applications for this position should have a Bachelor's degree, with three to five years of professional development or related experience, preferably in higher education. Capital campaign experience is desirable. The successful candidate must demonstrate organizational skills, excellent written and verbal communications, and the ability to collaborate effectively with faculty and senior administrators, corporate and foundation officials, and key volunteers.

Review of applications will begin May 15 and will continue until the position is filled. Send detailed resume, salary history, and cover letter to: Mr. Stephen P. Fournier, Director, Corporate and Foundation Relations, Institute of Advanced Studies, Colorado School of Mines, 1811 Elm Street, Golden, Colorado 80401.

An Affirmative Action, Equal Opportunity Employer

### DIRECTOR of the RAMSEY REGIONAL ACTIVITY CENTER at WESTERN CAROLINA UNIVERSITY

Western Carolina University is seeking an experienced professional to fill the position of Director of the Ramsey Regional Activity Center. Reporting to the Vice Chancellor for Business Affairs, the Director is responsible for the overall operation of this 8,000 sq. ft. multi-purpose arena.

The Director will be in constant contact with all users of the facility; supervises the permanent and part-time staff; administers the Center's budget; coordinates event support services; consults with university and regional organizations on event production; develops and implements strategic planning; and serves as liaison with other university departments, community organizations, and the general public.

Qualifications: A baccalaureate degree in business, public administration or a related field is required. A minimum of three (3) years' experience in upper level management of a multi-purpose arena, performing arena center or theatre is also required. A master's degree in a related field, designation as a Certified Facilities Executive (CFE), and substantial experience in a university facility are preferred qualifications.

Salary is commensurate with experience. Applications will be accepted until the position is filled, but review will begin May 15, 1992.

Candidates should send a current resume, letter of intent, salary history, and the names, addresses, and telephone numbers of three professional references to:

Office of the Vice Chancellor for Business Affairs

H.R. Administration Building

Western Carolina University

Cullowhee, NC 28723

Western Carolina University is an Affirmative Action, Equal Opportunity Employer.

## Northampton Community College

### DIRECTOR OF ADMISSIONS

Northampton Community College invites nominations and applications for the position of Director of Admissions to be available July 1, 1992. The Director reports to the Dean of Students. The Director is responsible for the administration of the enrollment program and works closely with other student affairs departments to coordinate a comprehensive recruitment effort.

Qualifications: The successful candidate will have a documented track record in managing a successful recruitment program, a commitment to a diverse student body, strong interpersonal and communication skills, an understanding of and commitment to the mission of a community college, experience with an integrated computer system. Candidates must have a minimum of a Master's degree. Five years of admissions experience is preferred. Candidates must be highly motivated and enjoy working in a fast paced, ever changing, and diverse environment. Send letter of application, resume and names, addresses and phone numbers of three references to: Personnel Office, Northampton Community College, 3835 Green Pond Road, Bethlehem, PA 18017. Deadline is May 15, 1992 or until a suitable candidate is identified. NCC is an Affirmative Action, Equal Opportunity Employer. Women and minorities are encouraged to apply.



An update from Washington on what's happening in Congress and in the federal agencies that's likely to affect colleges and the people who work in Academia —

every week in The Chronicle.

## UAB SCHOOL OF NURSING THE UNIVERSITY OF ALABAMA AT BIRMINGHAM

### Invite applications for ASSISTANT PROGRAM DIRECTOR NURSE-MIDWIFERY

Exciting opportunity to facilitate a new educational program in nurse-midwifery (ACNM pre-accredited) in an outstanding School of Nursing. The Nurse-Midwifery Assistant Program Director is responsible for helping facilitate the operation and administration of a new and growing nurse-midwifery program within the graduate program of the University of Alabama at Birmingham School of Nursing. The five-quarter program is designed to prepare nurse-midwives to meet the health care needs of women and newborns in Alabama and the southeast region.

Applicants should hold a masters in nursing, a doctorate in nursing or a related field, and ACNM certification as a nurse-midwife. Educational and clinical experience in nurse-midwifery are required. Applicants should be active researchers. Administrative experience in an educational setting is preferred. Direct inquiries or correspondence to:

Dr. Carol Dashiff, Chair  
MSN Degree Program  
University of Alabama School of Nursing  
University of Alabama at Birmingham  
UAB Station  
Birmingham, AL 35294-1210  
205-934-6562

Equal Opportunity, Affirmative Action Employer

## UNIVERSITY OF MARYLAND College Park, Maryland

The University of Maryland College Park is seeking a Technical Consultant to provide legal support to members of the President's staff in a number of areas, including: initial review and drafting of proposed contracts; preparing correspondence; research; preparing materials for the Office of the Attorney General; providing assistance to campus offices regarding federal, state, municipal and university regulations/policies; and representing the University in proceedings before federal and state agencies.

Also serves as Director of the Campus Classification Office, which determines in-state status for tuition purposes in accordance with University and System-wide residency policy. Advises campus officials of the residency policy, evaluates student petitions for in-state status, and hears appeals of denials of in-state status.

The position requires a law degree, and the applicant must be admitted to practice before the highest court of a state; Maryland best preferred. Two to five years' experience in the above areas; experienced as counsel for a comparably sized state university strongly preferred. Proficiency in legal research, Constitutional law, contract law and negotiation, personnel administration, and procurement law is desired.

Salary to be negotiated based upon experience and qualifications.

Applications with resume, a listing of three references with phone numbers, and a writing sample consisting of a legal memorandum or law review article should be received no later than May 1, 1992. Submit to:

Mr. Jack T. Roach, Senior Counsel  
Technical Consultant Search Committee  
Office of the President  
University of Maryland  
College Park, MD 20742

THE UNIVERSITY OF MARYLAND IS AN EQUAL OPPORTUNITY EMPLOYER AND AFFIRMATIVE ACTION EMPLOYER.

Physical Therapy: Program Head, Physical Therapist Assistant, Wytheville Community College seeks to hire a Program Head or Physical Therapist Assistant. The Program Head is to provide leadership for the college's A.A.S. Physical Therapy program. Responsibilities include: curriculum development, teaching, advising students, and general college faculty duties. Qualifications include: minimum of a Bachelor's degree in Physical Therapy and two years' occupational experience. Teaching experience, college administration experience, and course work in educational theory and curriculum development are preferred. Salary and rank are commensurate with experience. Position is part of the Wytheville Community College System. Contact: Human Resources Office, Wytheville Community College, 1001 East Main Street, Wytheville, Virginia 24485. Applications will be received through May 1, 1992. Closing date is employment August 15, 1992. WCC is an Equal Opportunity, Affirmative Action Employer.

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## DEPAUL UNIVERSITY

### ASSISTANT DIRECTOR OF STUDENT LIFE

The Assistant Director will plan, communicate and coordinate all Student Life programs for adult students. In addition, design, implement and evaluate co-curricular programs and services to meet the needs of DePaul's adult students which includes activities such as educational workshops, transitional programs and social programs. Other duties include co-chairing the University Adult Student Advisory Committee which coordinates university-wide services for adult students and coordinates regular meetings of the Adult Student Advisory Board. This person will also assist in the development, planning and implementation of the Student Life Department's strategic plan and serve on various University committees.

The ideal candidate will have a master's degree in College Student Personnel, Counseling or a related field; 2-3 years of professional experience in the areas of planning, administration and coordination of adult student programs; ability to effectively interact with students, faculty and staff and possess excellent oral and written communication skills.

Excellent benefits package includes: free tuition, basic hospitalization, 2 pension plans, 4 weeks vacation and more. Salary will commensurate with experience and education.

Qualified candidates please send a letter of application and resume to:

Peggy Clark  
Director of Student Life  
DePaul University  
2324 North Seminary, Room 318  
Chicago, IL 60614-3212

Application deadline: April 24, 1992

DEPAUL UNIVERSITY PRACTICES EQUAL OPPORTUNITY IN EMPLOYMENT AND EDUCATION. MINORITIES AND WOMEN ARE ENCOURAGED TO APPLY.

## Southwestern University

AT GEORGETOWN, TEXAS

Director of Public Relations: Southwestern University seeks an accomplished public relations professional to serve as a key member of the advancement team. The Director will be responsible for planning and executing a comprehensive communications program to raise visibility and position the University in regional and national markets. Areas of responsibility will include: planning and executing public relations, marketing efforts, supervision of the news bureau, as well as direct support of admission and development goals. The Director advises the President and officers of the institution on public relations and communications issues and serves as the spokesperson for the university.

Qualifications should include a proven track record of success in higher education public relations, preferably in a small, liberal arts sciences institution, as well as creativity, promotional instincts, planning and marketing expertise, and experience in working with national media. Three to five years' experience and a bachelor's degree are required; experience in and knowledge of liberal arts education are preferred.

Southwestern University is a selective undergraduate institution committed to broad-based liberal arts and sciences education. Affiliated with the United Methodist Church, it has more than 1,200 students and a history of academic excellence. The university's endowment of more than \$125 million ranks among the highest in the nation in the south. Southwestern University is located in Georgetown, Texas, 28 miles north of Austin, the state capital.

Deadline for applications is April 30, 1992. Send a letter of application, a resume, and names, addresses, and telephone numbers of three references to the Office of Human Resources, Job #1000, Southwestern University, 1000 University Drive, Georgetown, TX 78627-0770. Southwestern University is an Affirmative Action, Equal Opportunity Employer.

Political Science: 224 Founders College, University of Pennsylvania, Philadelphia, PA 19104. The University of Pennsylvania is building a diverse academic community and encourages minorities, women, and veterans and persons with disabilities to apply. AA/EEOE.

Political Science: Assistant Professor, Fall 1992, 3-year term position. Assistant Professor, A.B.D. or Ph.D. in Political Science, prior teaching experience preferred. Teaching to include sections of introductory and upper-level courses in American government and comparative politics. Responsibilities include: 2-year term, salary commensurate with experience, and research responsibilities. Send letter of application, resume, and names, addresses, and telephone numbers of three references to: Dr. Robert K. Ralston, Head, Department of Political Science, University of Pennsylvania, 3330 Locust Walk, Philadelphia, PA 19104-6337. Screening will begin June 1, 1992. Affirmative Action, Equal Opportunity Employer.

Political Science/International Relations: The Department of Political Science at the University of North Carolina at Chapel Hill is seeking a Ph.D. in Political Science for a one-year visiting professor position. The position is in the area of international relations and comparative politics. Primary teaching responsibilities will include introductory courses in international relations and comparative politics and advanced courses in international relations. The position is open to persons of all backgrounds and ethnicities. An ability to teach a variety of students is an advantage. A commitment to excellence in teaching and research is essential. Ph.D. and prior teaching experience preferred. The normal salary range for this position is \$35,000 to \$45,000. Send letter of application, resume, and names, addresses, and telephone numbers of three references to: Dr. J. R. Ralston, Head, Department of Political Science, University of North Carolina at Chapel Hill, 101 South East Building, Chapel Hill, NC 27515-7000. Applications will be received through May 1, 1992. Closing date is employment August 15, 1992. UNC is an Equal Opportunity Employer.

Political Science: University of Pennsylvania invites applications for a visiting professor position in the Department of Political Science. The position is in the area of international relations and comparative politics. Primary teaching responsibilities will include introductory courses in international relations and comparative politics and advanced courses in international relations. The position is open to persons of all backgrounds and ethnicities. An ability to teach a variety of students is an advantage. A commitment to excellence in teaching and research is essential. Ph.D. and prior teaching experience preferred. The normal salary range for this position is \$35,000 to \$45,000. Send letter of application, resume, and names, addresses, and telephone numbers of three references to: Dr. J. R. Ralston, Head, Department of Political Science, University of Pennsylvania, 3330 Locust Walk, Philadelphia, PA 19104-6337. Screening will begin June 1, 1992. Affirmative Action, Equal Opportunity Employer.

## ALLIED HEALTH DIRECTOR

### Mobility Area Community College

Position requires M.S.N., Master R.N. license, Voc. Certification, Administrative and instructional experience preferred. Submit letter of application, resume, and three letters of reference by May 15, 1992 to:

Dean of Vocational Education  
Mobility Area Community College  
College Ave. & 8th St.  
Mobility, MO 65270

Equal Opportunity Employer

## IDAHO STATE UNIVERSITY

### STUDENT UNION PROGRAM DIRECTOR

Idaho State University, a state supported institution of 11,000 students, is seeking an experienced educator who is committed to co-curricular learning and student development. This position reports to the Associate Director of the Student Union for Activities and Organizations.

Responsibilities include advising the Program Board with planning campus events and activities. Program Director also plans the publication of student handbooks, and the university activities calendar. Minimum qualifications include a Master's Degree in Student Personnel, Counseling, Higher Education or a related field and one year of full-time paid experience in Student Activities Programming; an understanding of the role of Student Activities in Higher Education plus strong communication skills. Knowledge of risk management principles, leadership skills and techniques; and resources available from ASU and NACA. Preference will be given to applicants with additional full-time student activities programming. Salary range \$25,000 to \$27,000.

To apply, send a cover letter, resume and the names, addresses and telephone numbers of three references to Ray Hunter, Personnel Director, Idaho State University, P.O. Box 8107, Pocatello, Idaho 83209. A representative will be available for preliminary interviews at the ASU convention. Job available July 1, 1992. For information call (208) 236-2317. Review of applications will begin on May 1, 1992 and continue until filled.

Idaho State University is an AA/EEO employer



Coverage of breaking news that affects higher education—from state capitals, academic conferences, and campuses throughout the country and the world —

every week in The Chronicle.

## NATIONAL CENTER FOR MINORITY SPECIAL EDUCATION RESEARCH AND OUTREACH HAMPTON UNIVERSITY

### Research Librarian

Serve as member of the central staff of a federally-funded project (Office of Special Education Programs, U.S. Department of Education) developed to increase participation of Historically Black Colleges and Universities and "other minority institutions" (i.e., those with 25% or greater minority student enrollment) in competing for research, demonstration, and development grants in special education and related fields.

Duties include coordinating the work of a congressionally-mandated Champagne review of research on minority special education populations, conducting computer searches for project staff and participants, and developing and editing a newsletter describing project goals and activities.

The ideal candidate will have an undergraduate degree in special education, education, or the social sciences, hold a graduate certificate in library science or possess knowledge of computer search procedures and have expert familiarity with social science and educational data bases. Excellent writing skills will also be required.

Appointment is on a yearly basis (subject to continued funding from the Office of Special Education Programs, U.S. Department of Education) and is expected to continue to at least December, 1994. The starting salary range is \$27,000 to \$30,000 (12-month basis). Review of applications will begin on May 1, 1992 and will extend until the position is filled.

Applications, including a curriculum vitae, names, addresses, and telephone numbers of three references, should be forwarded to: Reginald Jones, Distinguished Professor and Director, National Center for Minority Special Education Research and Outreach, Department of Psychology, Hampton University, Hampton, VA 23668; telephone 804-727-5101.

### Collaborative Outreach Coordinator

Serve as member of the central staff of a federally-funded project (Office of Special Education Programs, U.S. Department of Education) developed to increase participation of Historically Black Colleges and Universities and "other minority institutions" (i.e., those with 25% or greater minority student enrollment) in competing for research, demonstration, and development grants in special education and related fields.

The coordinator's major duty will be to develop contractual relationships with the target institutions, and to identify the kinds of technical assistance support needed to assist participating faculty in the development of plans and proposals for fundable research, development, and demonstration projects in special education and related fields.

The ideal candidate will have had work experience in and possess the ability to work effectively with administrators, educators, and researchers in the field of special education and related fields. A Ph.D. or Ed.D. degree in Special Education, Educational Psychology, or a related field will also be required. Appointment is on a yearly basis (subject to continued funding from the Office of Special Education Programs, U.S. Department of Education) and is expected to continue to at least December, 1994. The starting salary range is \$36,000 to \$45,000 (12-month basis). Review of applications will begin on May 1, 1992 and will extend until the position is filled.

Applications, including a curriculum vitae, names, addresses, and telephone numbers of three references, should be forwarded to: Reginald Jones, Distinguished Professor and Director, National Center for Minority Special Education Research and Outreach, Department of Psychology, Hampton University, Hampton, VA 23668; telephone 804-727-5301.

### Measurement and Evaluation Specialist

Serve as member of the central staff of a federally-funded project (Office of Special Education Programs, U.S. Department of Education) developed to increase participation of Historically Black Colleges and Universities and "other minority institutions" (i.e., those with 25% or greater minority student enrollment) in competing for research, demonstration, and development grants in special education and related fields.

Duties include providing assistance and consultation to individual projects in the development of evaluation and assessment instruments and plans, and in the development and execution of plans for evaluation of all center programs and activities.

The ideal candidate will possess a Ph.D. or Ed.D. degree in Psychology, Education, or related field with specialization or experience in educational and/or psychological measurement and evaluation.

Appointment is on a yearly basis (subject to continued funding from the Office of Special Education Programs, U.S. Department of Education) and is expected to continue to at least December, 1994. The starting salary range is \$36,000 to \$45,000 (12-month basis). Review of applications will begin on May 1, 1992 and will extend until the position is filled.

Applications, including a curriculum vitae, samples of written work, names, addresses, and telephone numbers of three references, should be forwarded to: Reginald Jones, Distinguished Professor and Director, National Center for Minority Special Education Research and Outreach, Department of Psychology, Hampton University, Hampton, VA 23668; telephone 804-727-5301.

## EXTENSION ADMINISTRATOR

Cornell Cooperative Extension, Cornell University, Ithaca, NY seeks candidates for a position in Extension Administration. Leadership for non-degree extension programs developed, delivered, evaluated and marketed diverse audiences throughout New York State. Work with faculty, Extension Associations throughout the state, agencies and organizations to improve the human condition and address contemporary human well-being issues. This position reports to the Associate Director of Extension. The ideal candidate will possess a Ph.D. or Ed.D. degree in Psychology, Education, or related field with specialization or experience in educational and/or psychological measurement and evaluation. Appointment is on a yearly basis (subject to continued funding from the Office of Special Education Programs, U.S. Department of Education) and is expected to continue to at least December, 1994. The starting salary range is \$36,000 to \$45,000 (12-month basis). Review of applications will begin on May 1, 1992 and will extend until the position is filled.

Applications, including a curriculum vitae, samples of written work, names, addresses, and telephone numbers of three references, should be forwarded to: Reginald Jones, Distinguished Professor and Director, National Center for Minority Special Education Research and Outreach, Department of Psychology, Hampton University, Hampton, VA 23668; telephone 804-727-5301.

Physical Therapy: Program Head, Physical Therapist Assistant, Wytheville Community College seeks to hire a Program Head or Physical Therapist Assistant. The Program Head is to provide leadership for the college's A.A.S. Physical Therapy program. Responsibilities include: curriculum development, teaching, advising students, and general college faculty duties. Qualifications include: minimum of a Bachelor's degree in Physical Therapy and two years' occupational experience. Teaching experience, college administration experience, and course work in educational theory and curriculum development are preferred. Salary and rank are commensurate with experience. Position is part of the Wytheville Community College System. Contact: Human Resources Office, Wytheville Community College, 1001 East Main Street, Wytheville, Virginia 24485. Applications will be received through May 1, 1992. Closing date is employment August 15, 1992. WCC is an Equal Opportunity, Affirmative Action Employer.

Physical Therapy: Georgia Southwestern College, Statesboro, Georgia is seeking a Ph.D. in Physical Therapy with a minimum of five years' experience in a physical therapy program. Responsibilities include: teaching, advising students, and general college faculty duties. Qualifications include: minimum of a Bachelor's degree in Physical Therapy and two years' occupational experience. Teaching experience, college administration experience, and course work in educational theory and curriculum development are preferred. Salary and rank are commensurate with experience. Position is part of the Wytheville Community College System. Contact: Human Resources Office, Wytheville Community College, 1001 East Main Street, Wytheville, Virginia 24485. Applications will be received through May 1, 1992. Closing date is employment August 15, 1992. WCC is an Equal Opportunity, Affirmative Action Employer.

Physical Therapy: The College of Health at the University of North Florida in Jacksonville is seeking to fill two assistant professor positions in a new Physical Therapy program. Successful candidates must have a Ph.D. in Physical Therapy, a minimum of a master's degree, Doctorate preferred. Excellent opportunities for clinical practice and research in any one of five hospitals who support the program. If you want to live and work in a beautiful part of the world, and if you want to be part of an exciting program, this is the advertisement for you. Salary commensurate with education and experience. Closing date: June 1, 1992. Send resume and three letters of recommendation to: C. Nick Wilson, Chair, Search Committee, College of Health, University of North Florida, 6601 University Blvd. South, Jacksonville, Florida 32216-6699; (904) 646-2840. UNF is an Equal Opportunity, Affirmative Action Employer.

Physical Therapy: Georgia Southwestern College, Statesboro, Georgia is seeking a Ph.D. in Physical Therapy with a minimum of five years' experience in a physical therapy program. Responsibilities include: teaching, advising students, and general college faculty duties. Qualifications include: minimum of a Bachelor's degree in Physical Therapy and two years' occupational experience. Teaching experience, college administration experience, and course work in educational theory and curriculum development are preferred. Salary and rank are commensurate with experience. Position is part of the Wytheville Community College System. Contact: Human Resources Office, Wytheville Community College, 1001 East Main Street, Wytheville, Virginia 24485. Applications will be received through May 1, 1992. Closing date is employment August 15, 1992. WCC is an Equal Opportunity, Affirmative Action Employer.







# Webster

SAINT LOUIS, MISSOURI  
GENEVA • LEIDEN • LONDON • VIENNA

## DEAN, SCHOOL OF BUSINESS AND MANAGEMENT

Webster University invites applications and nominations for the position of Dean of the School of Business and Management. The University enrolls approximately 2,200 students in business and management programs at its home campus in St. Louis, Missouri. The University also offers other extended campus locations. The newly created School of Business and Management delivers a variety of undergraduate and graduate programs, including a doctoral program in management. The Dean will have new School and on the University.

**INSTITUTION:** Webster University, founded in 1915, is an independent, comprehensive, international, multi-campus institution offering undergraduate and graduate programs in the liberal arts, fine arts, education, as well as business and management. Webster is committed to excellence in teaching, to joining theory and practice as closely as possible, to fostering academic scholarship, and to being international in scope. The University enrolls approximately 5,000 FTE students.

**POSITION:** As the School's chief academic officer, the Dean reports to the Academic Dean of the University and is responsible for the various leadership to the faculty in the development, evaluation and administration of strong academic programs which stress excellence in teaching, curriculum, scholarship, and advising. The Dean maintains a collaborative relationship with other academic administrators of the University, and helps promote a strong business community support for the School. The Dean retains faculty rank and teaches one course each semester.

**QUALIFICATIONS:** The successful candidate will possess an earned doctorate in a relevant field of the School, have demonstrated excellence in classroom teaching, and have a successful record of administrative leadership in higher education.

**APPLICATIONS:** The review of applications will begin May 15, 1992, and continue until the position is filled. The starting date of this new position is on or after July 1, 1992, but not later than September 1, 1992. Candidates should submit a letter of application with a resume and the names, addresses and telephone numbers of at least three references to: Academic Dean University, 470 East Lockwood Ave., St. Louis, MO 63119; Fax 314/968-7471.

Equal Opportunity, Affirmative Action Employer

## ASSOCIATE DEAN OF ADMISSIONS

A senior management position available in the Undergraduate Admissions Office of the University of Pennsylvania. The Associate Dean of Admissions/Director of Planning is responsible for the development of national and international recruitment plan for 13 admissions offices. This person also coordinates and develops printed and video recruitment materials, is responsible for the office's direct mail program, oversees the chairing of selection committee members and reviews the recruitment budget, and will have national regional admissions officer responsibilities including travel, application evaluation, and regional management.

Candidates should have a minimum of five to seven years' progressively responsible admissions experience, with extensive knowledge of market research and analysis. We are seeking proven organizational, quantitative, written and oral communication skills; computer experience; and the ability to work well with a wide range of personalities is essential as well as familiarity with the selective college admissions process. Bachelor's degree required. Master's degree preferred.

Salary will be commensurate with experience. Please send nomination or cover letter and names of references by May 15 to William H. Senz, Jr., Dean of Admissions, University of Pennsylvania, 1 College Hall, Philadelphia, PA 19104-6376.



**PENN**  
UNIVERSITY OF PENNSYLVANIA

An Equal Opportunity, Affirmative Action Employer

**Residence Life: Professional Residence Life Coordinator.** This position will have a two-year term of appointment beginning August 1, 1992. Responsibilities include: the overall administration of two-student residence halls including staff selection, training, supervision, and evaluation of student staff, advising hall government, facility maintenance, judicial system involvement, and housing. Qualifications: Previous residence hall experience. Master's degree in preferred. Bachelor's degree required. Compensation: Competitive. Starting salary range plus apartment allowance (filled), meals and full college benefits. Send resume and three references to: Rick Dillon, Office of Housing, Residence Life and Campus Safety, Western Washington University, Bellingham, WA 98225.

**Residence Life: Assistant Area Coordinator.** This position will have a two-year term of appointment beginning August 1, 1992. Responsibilities include: the overall administration of two-student residence halls including staff selection, training, supervision, and evaluation of student staff, advising hall government, facility maintenance, judicial system involvement, and housing. Qualifications: Previous residence hall experience. Master's degree in preferred. Bachelor's degree required. Compensation: Competitive. Starting salary range plus apartment allowance (filled), meals and full college benefits. Send resume and three references to: Rick Dillon, Office of Housing, Residence Life and Campus Safety, Western Washington University, Bellingham, WA 98225.

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## Dean of Admissions and Financial Aid

Curry College invites applications and nominations for the position of Dean of Admissions and Financial Aid. The Dean reports directly to the President and is a member of the President's Cabinet.

Curry College is an independent, coeducational, four-year liberal arts institution, serving some 1,200 students. Established in 1879, the splendid campus is located in the attractive Blue Hills area of the town of Milton, Massachusetts. With a dedication to the teaching of the liberal arts and professional studies at its core, Curry College is also nationally recognized for its Program for Advancement of Learning (PAL), the nation's oldest college-student interaction program for language learning disabled students. Close faculty-student interaction, extensive student support services, and a developmental approach to learning are hallmarks of the Curry College educational experience. In addition to the degree of Bachelor of Science in Nursing and the College of Education degree, the Curry College Center for Lifelong Learning offers a variety of courses for non-traditional students.

The Dean of Admissions and Financial Aid will have broad based responsibility for developing and implementing student recruitment and financial aid policy. The successful candidate will demonstrate an ability to work with diverse constituencies, excellent communication and interpersonal skills, and a strong understanding of marketing applications to the market.

An undergraduate degree is required, an advanced degree preferred, and a number of years' experience in independent admissions work. Strong administrative and organizational expertise is essential. Screening of candidates will begin April 15, 1992. For full consideration, please reply in confidence to:

Chair, Dean of Admissions and Financial Aid Search Committee  
c/o Educational Management Network  
8 Williams Lane  
Post Office Box 72  
Nantuxet Island, MA 02554

Curry College is an Equal Opportunity Employer and encourages applications from women and minorities.

## DEAN, APPLIED ARTS & TECHNOLOGY Golden West College

Golden West College, Huntington Beach, Calif. is seeking applicants for this 12-month year Educational Administration position. Reporting to the Vice President of Instruction, the Dean is responsible for supervision and evaluation of all instructional programs, including: Administration, Design, Technology, Automotive Technology, Body & Frame, Floral Design, and Graphics. Must have master's degree (or equivalent), administrative experience, and academic preparation and training \$71,064. Job #5-092, deadline 4/30/92.

To Apply: Contact district personnel office to obtain a complete job description and required application forms: (714) 432-5007. Applications must be filed prior to 5 p.m. on the deadline date indicated for each position. (Resumes cannot be accepted in lieu of required forms.)

Coast Community College District  
1370 Adams Avenue  
Costa Mesa, CA 92626

An Equal Opportunity, Affirmative Action Employer

**Residence Life: Director of Residential Life.** The successful candidate will be responsible for recruiting, training, supervising and evaluating staff, including Resident Advisors, Residence Coordinators, Residence Life Assistants, and Student Work Study staff, maintaining a high level of student life, and maintaining an operating budget of \$200,000. The position is a full-time position with a 24-hour emergency call system for 24-hour emergency response. The position is a full-time position with a 24-hour emergency call system for 24-hour emergency response. The position is a full-time position with a 24-hour emergency call system for 24-hour emergency response.

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## NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT CYPRESS COLLEGE

Located in Orange County, 40 miles southwest of Los Angeles, Cypress College is part of the North Orange County Community College District serving 18 cities in 16 school districts. In addition to the two colleges, the NCCCD includes a large Adult Education Division and a successful Community Services Program. The college and adult education programs, Cypress College is pleased to announce the following vacant administrative positions.

### DIVISION DEAN BUSINESS/COMPUTER INFORMATION SYSTEMS

The Division Dean of Business/Computer Information Systems, under the direction of the Vice President of Instruction, is the administrator responsible for the faculty, staff, and curriculum of the Accounting/Real Estate, Management/Marketing, and Office Automation Departments, and the College Work Experience Program Coordinator.

**Qualifications:** A Master's degree in the academic area of Accounting, Business or Business Administration, Finance, Management, Information Systems, Marketing, or a related field. An equivalent from an accredited college or university is required.

### DIVISION DEAN FINE ARTS

The Division Dean of Fine Arts, under the direction of the Vice President of Instruction, is the administrator responsible for the faculty, staff, and curriculum of the Art, Music and Theater Departments.

**Qualifications:** A Master's degree in the academic area of Fine Art, Music, Theater or Arts, Dance or the equivalent from an accredited college or university is required.

The NCCCD offers a generous benefit package, which includes health insurance and competitive salaries. We are committed to a qualified women, minorities, and disabled individuals.

Application deadline is May 29, 1992. Please call or write for an application packet.

North Orange County Community College District  
Office of Human Resources  
1000 West Lemoine Street  
Fullerton, CA 92632-1318  
Phone: (714) 871-4030 FAX: (714) 738-7853  
JOB HOTLINE (714) 870-7371



## COLLEGE OF OSTEOPATHIC MEDICINE OF THE PACIFIC

### Assistant Dean of Basic Sciences

The Vice President of Academic Affairs/Dean of the College of Osteopathic Medicine of the Pacific (COMOP) seeks nominations for the position of Assistant Dean of Basic Sciences. COMOP is a private, non-profit institution of higher education located in Pomona, California, approximately 70 miles east of downtown Los Angeles.

**Responsibilities:** The Assistant Dean of Basic Sciences has a 12-month administrative appointment, is a member of the Dean's staff, and is responsible for the leadership of the basic science faculty in the College. The Assistant Dean is responsible for the recruitment and retention of faculty, the development and implementation of curriculum, and the monitoring of the quality of instruction. The Assistant Dean is also responsible for the development and implementation of the College's policies and procedures regarding the basic sciences.

**Qualifications:** Earned doctorate in one of the basic medical sciences with significant experience as a member of the faculty in a medical school environment. Candidate must possess excellent oral, interpersonal and written communication skills and have prior experience in an administrative position. Ability to work with a team consisting of both clinical and basic science faculty members is essential. A history of substantial research and other scholarly activities is extremely desirable.

**Applications:** Applications with salary history must be received no later than May 29, 1992. Applications and inquiries should be directed to Donald J. Knap, D.O., Vice President of Academic Affairs/Dean of the College of Osteopathic Medicine of the Pacific, 1000 West Lemoine Street, Fullerton, CA 92632-1318, ext. 220. COMOP is an affirmative action, equal opportunity employer and encourages applications from women and ethnic minorities who are qualified.

**Applications:** Must have or be willing to undertake a commitment to the College of Osteopathic Medicine of the Pacific. The College of Osteopathic Medicine of the Pacific is a private, non-profit institution of higher education located in Pomona, California, approximately 70 miles east of downtown Los Angeles. The College of Osteopathic Medicine of the Pacific is a private, non-profit institution of higher education located in Pomona, California, approximately 70 miles east of downtown Los Angeles.

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## NLU National-Louis University

National-Louis University invites applications for the Dean of National College of Education.

National-Louis University, founded in 1866, is a non-profit, private, independent coeducational university specializing in teacher education, the arts and sciences, management and business, human services and related professions. The university occupies three campuses in the Chicago area and academic centers in five other states and Germany. National-Louis University is an institution with a FY92 approved operating budget of \$59.9 million and a student enrollment of 16,500. National-Louis University has twenty-three thousand alumni and alumnae throughout the world.

For over 100 years the National College of Education has had as its mission excellence in teaching, scholarship, service and professional development. The college recognizes the importance of life-long learning in a diverse, rapidly changing and global society. It is committed to developing and empowering learners, be they students, educators or faculty members.

The dean provides leadership for 127 faculty as well as programs in the Baker Demonstration School, undergraduate and M.A.T. preservice teacher education programs and twelve programs of the Foster G. McGraw Graduate School of Education. Programs are offered through the doctoral level.

The dean reports to the Senior Vice President for Academic Affairs of the university.

**Qualifications:**  
• An earned doctorate in a relevant discipline.  
• Exemplary teaching performance and a record of significant scholarship and service in higher education.  
• Commitment to run a traditional educational program.  
• Successful administrative experience in program development, budgeting and academic planning.  
• Demonstrated academic leadership in higher education.  
• Evidence of ability to attract external funding.  
• Demonstrated commitment to the needs of faculty and a multicultural student body.  
• A commitment to the renewal of public schools and teacher education.  
• Most institutional requirements for the rank of full professor.

Application review begins: March 25, 1992.  
Anticipated starting date: July 1, 1992.  
Nominations or applications (including curriculum vitae, references and other supporting materials) should be forwarded to the following address:

Mr. Phillip P. Kapala  
Faculty Services Coordinator  
National-Louis University  
1840 Shepley  
Evanston, Illinois 60201-1796

Salary is competitive. All candidates will be kept confidential.

National-Louis University is an Affirmative Action, Equal Opportunity Employer and invites and encourages applications from women and minorities.

## UNIVERSITY OF ARKANSAS AT PINE BLUFF

### Dean of the School of Education

The University of Arkansas at Pine Bluff (UAPB) invites applications and nominations for the position of Dean of the School of Education. The University has a creative, energetic, and resourceful person who will provide vision and leadership in the School of Education.

**General Information:** The University, with an enrollment of approximately 3,700 students, is an 1890 Land Grant Institution and is a part of the University of Arkansas system. As an NCATE-accredited University, UAPB offers approximately 45 undergraduate programs. Additionally, the University offers master's degree programs in elementary and secondary education.

**Responsibilities:** The Dean of the School of Education is responsible for providing leadership in all departments within the unit, including effective involvement with NCATE and other external agencies local, state, regional, and national. Also, the Dean will oversee the core curriculum; initiate grant support for programs; plan and encourage creative initiatives; coordinate the development of the school; and coordinate programs with community colleges. The dean reports directly to the Vice Chancellor for Academic Affairs.

**Qualifications:** Applicants must have an earned doctorate from an accredited institution, and credentials that merit appointment in an academic department as a full professor. The applicant should have at least five years' successful teaching experience in higher education, including both teaching and administrative competence with interest, knowledge and understanding of current educational issues. A history of successful working relationships with students, faculty, staff, and administrators is desired. Additionally, the applicant should provide evidence of scholarship, research activities and publications in refereed journals.

Salary is negotiable.

**Applications:** Applications must be postmarked by April 28, 1992 and should include a current vitae, an official transcript of all universities attended (include addresses and telephone numbers), and the names and addresses and telephone numbers of three references. Nominations are encouraged. Address all correspondence, applications, and nominations to:

Dr. Rosemarie H. Word  
Chair of the Search Committee  
University of Arkansas at Pine Bluff  
Pine Bluff, AR 71601

The appointment will be effective on July 1, 1992.

The University of Arkansas at Pine Bluff is an Affirmative Action, Title IX and Equal Opportunity Employer.

Apply by May 1, 1992, to: Dr. Steven Larry, African Program Coordinator, Room 1300 University Avenue, Madison, Wisconsin 53706.

**Social Sciences Assistant Professor of Social Science (Research-Teaching).** The GMU Department of Human and Social Sciences is seeking a full-time assistant professor for a tenure-track position in History. The successful candidate will have a Ph.D. in History and will teach and supervise graduate students in the field of history. The candidate will also be responsible for the development and implementation of the curriculum in the Department of History. The candidate will also be responsible for the development and implementation of the curriculum in the Department of History.

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## HARVARD UNIVERSITY

### Office for Sponsored Research

Harvard University's Office for Sponsored Research is seeking an Assistant Director who will be responsible for assisting faculty in the preparation and submission of proposals for grants and contracts, negotiating the terms of sponsored agreements, and providing post-award administrative support to Principal Investigators.

Requirements include a bachelor's degree and excellent communication and interpersonal skills. Experience in university grant and contract administration is preferred.

Interested candidates may submit resumes to:

Harvard University  
Office for Sponsored Research  
Attn: Patricia Tucker  
Holyoke Center, Room 440  
1350 Massachusetts Avenue  
Cambridge, MA 02138

## DEAN OF ADMISSION

St. Norbert is a comprehensive Catholic college of arts and sciences of more than 1800 students situated in the Green Bay/Door County region of Wisconsin. The College offers 37 majors, a new international center, a nationally recognized leadership program, a not-for-profit services and living-learning program. For the past four years, St. Norbert has been ranked by U.S. News & World Report as one of the top five colleges in the Midwest.

The Dean of Admission is responsible for the development and implementation of a comprehensive enrollment management plan and is directly responsible for the recruitment and admission of undergraduates. Significant knowledge of marketing and successful recruitment strategies in undergraduate admissions is required.

The Dean of Admission reports to the Vice President for Advancement. He or she will work closely with faculty and chair the College's Admission Committee. The successful candidate must demonstrate strong leadership qualities in all parts of the admission process, from recruitment to program management. The successful candidate will be conversant with computerized systems, be an energetic manager, familiar with the college's financial system, and have a strong understanding of the college's mission and vision. The successful candidate will be conversant with the college's financial system, and have a strong understanding of the college's mission and vision. The successful candidate will be conversant with the college's financial system, and have a strong understanding of the college's mission and vision.

Position is available on or after June 1, 1992. Submit letter of application and resume by May 1, to:

Office of Personnel  
St. Norbert College  
De Pere, Wisconsin 54116

MSU is an Affirmative Action, Equal Opportunity Institution

Michigan State University, founded in 1855, is the pioneer land-grant institution in the United States and is a member of the Association of American Universities. The College of Education, one of the oldest and largest in the United States, is organized into four departments: Educational Administration; Counseling; Educational Psychology and Special Education; Physical Education and Exercise Science; and Teacher Education. Nine research, service, and policy institutes and centers extend the college's national and international reputation. The College has 150 full-time faculty and 1,100 graduates and 1,400 undergraduate students.

The successful candidate must possess personal and professional qualities of leadership and vision; be an effective manager; have a proven record of success in responsible leadership positions in education; and demonstrate evidence of significant scholarship in research, teaching, and service commensurate with an appointment as a full professor.

Review of applications will begin June 1, and will continue until the position is filled. The appointment may begin as early as January 1993. Letters of application, including resume and references, should be sent to:

Dr. Philip Cusick  
Chair, Search and Rating Committee  
for the Dean of Education  
c/o Office of the Provost  
434 Administration Building  
Michigan State University  
East Lansing, MI 48824

MSU is an Affirmative Action, Equal Opportunity Institution

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## DEAN COLLEGE OF MEDICINE

Applications and nominations are invited for the position of Dean, College of Medicine for the Charles R. Drew University of Medicine and Science.

**TITLE POSITION:** Reporting directly to the President of the University, the Dean plans, directs, and promotes the activities of the College of Medicine in accordance with established policies, goals, and objectives. Responsible for the development of policies and goals in relationship to University operations, personnel, performance, and growth.

**QUALIFICATIONS:**  
• Must be a licensed physician (M.D.);  
• A record of distinguished university teaching, scholarly research, or achievement that would merit appointment as a full professor;  
• Successful academic administrative experience, including resource management, establishing educational priorities, and articulating a vision for medical education in relationship to the mission of the University;  
• Demonstrated leadership qualities.

**TITLE UNIVERSITY:** The Charles R. Drew University, one of only four Black medical schools in the nation, interprets its mission in a unique approach of academic models and community professional skills. Experience in university grant and contract administration is preferred.

**APPLICATION:** Applications should include a complete resume; letter of application; and names, addresses, and telephone numbers of five references. Nominations and applications should be sent to:

Russell Reynolds Associates, Inc.  
c/o Stu Fisher  
333 S. Grand Avenue, Suite 4200  
Los Angeles, CA 90071  
FAX (213) 620-1643

Applications will be accepted through July 1, 1992.  
Expected appointment date is May 1, 1992.

CHARLES R. DREW UNIVERSITY OF MEDICINE  
AN  
AFFIRMATIVE ACTION AND EQUAL OPPORTUNITY EMPLOYER.

## DEAN COLLEGE OF EDUCATION MICHIGAN STATE UNIVERSITY

Michigan State University invites applications and nominations for the position of Dean, College of Education. A distinguished candidate is sought who will:

- advance the field of education in state, national, and international forums;
- provide leadership within the University's land-grant/AAU mission for planning, coordination, and integration of the College's research, teaching, service, and international programs;
- maintain a strong program of fiscal planning and management, review program effectiveness, and evaluate administrative, faculty, and staff performance;
- provide leadership to the College's and University's commitment to equal employment opportunity, affirmative action, and diversity and plurality among students, faculty, administration, and staff;
- advance understanding of the mission, programs, and accomplishments of the College by communicating with University, administrative, faculty, staff, students, and alumnae; and
- maintain relationships with federal, state, and local governments, clientele groups, and the general public.

The Dean is the chief executive officer of the College and is responsible to the Provost for general administration of the College.

Michigan State University, founded in 1855, is the pioneer land-grant institution in the United States and is a member of the Association of American Universities. The College of Education, one of the oldest and largest in the United States, is organized into four departments: Educational Administration; Counseling; Educational Psychology and Special Education; Physical Education and Exercise Science; and Teacher Education. Nine research, service, and policy institutes and centers extend the college's national and international reputation. The College has 150 full-time faculty and 1,100 graduates and 1,400 undergraduate students.

The successful candidate must possess personal and professional qualities of leadership and vision; be an effective manager; have a proven record of success in responsible leadership positions in education; and demonstrate evidence of significant scholarship in research, teaching, and service commensurate with an appointment as a full professor.

Review of applications will begin June 1, and will continue until the position is filled. The appointment may begin as early as January 1993. Letters of application, including resume and references, should be sent to:

Dr. Philip Cusick  
Chair, Search and Rating Committee  
for the Dean of Education  
c/o Office of the Provost  
434 Administration Building  
Michigan State University  
East Lansing, MI 48824

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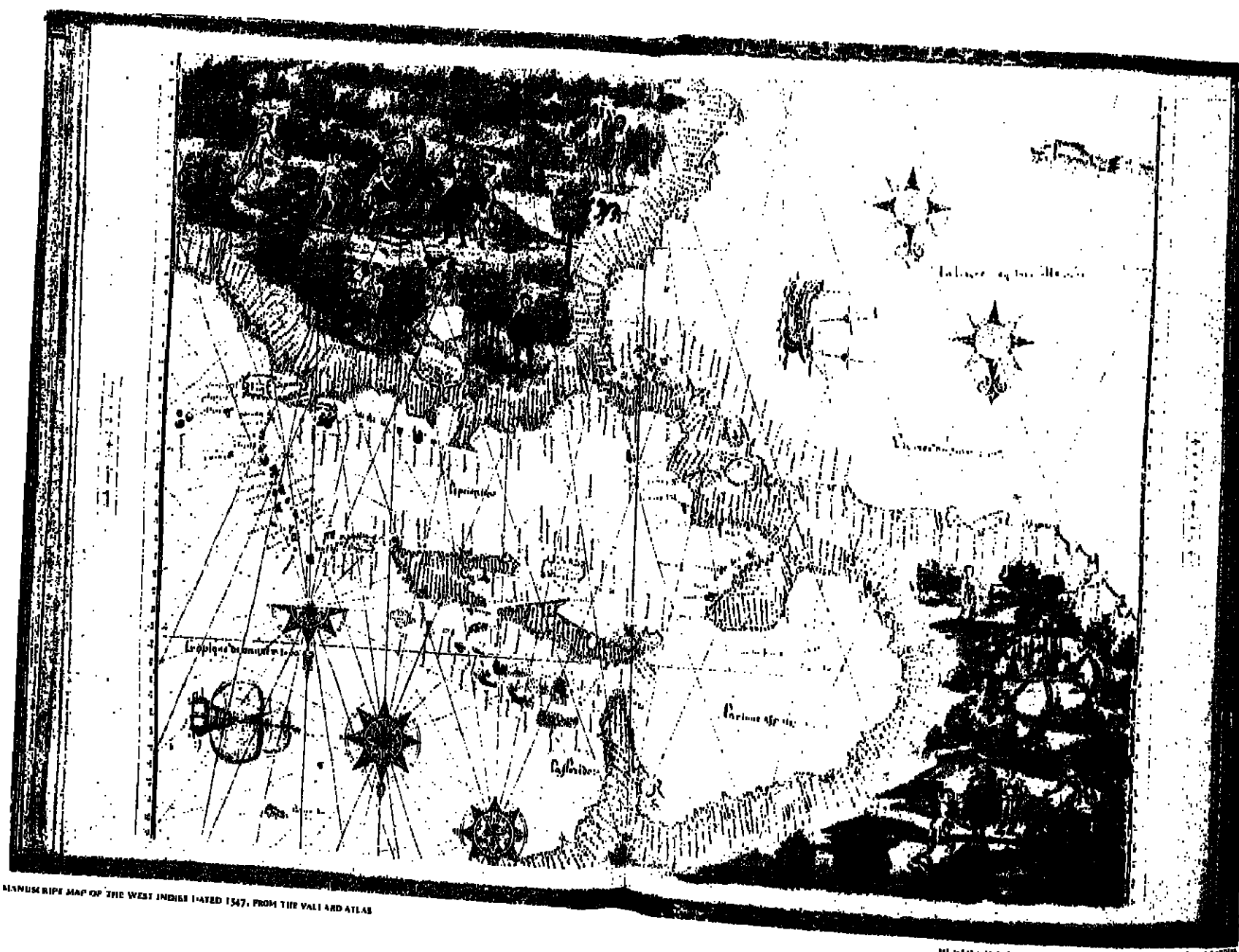


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# End Paper



## The Legacy of Spain in the Americas, 1492-1600

THE PRESENCE of native peoples in the Americas created religious, legal, moral, and philosophical problems for their conquerors. Spanish opinion ranged from seeing Native Americans as "noble savages," innocent alike of sin and civilization, to viewing them as irrational subhumans. Gonzalo Fernández de Oviedo, author of one of the best-known early works about the New World, considered them to be "lazy and vicious... a lying, shiftless people," whereas Bartolomé de las Casas, writing at the same time, was arguing vehemently that they were "without evil and without guile."

To their credit, the Spanish monarchs of the sixteenth century invited relatively free and frank discussion not only on the nature of the indigenous American peoples but also on the fundamental right of the Monarchy to rule over them.

"Spain in the Americas 1492-1600: What Is the Legacy?" an exhibition of rare books, maps, and manuscript, will be at the Huntington Library in San Marino, Cal., through October. The exhibition includes the oldest known letter written by Columbus to his son Diego. It was written shortly before the explorer embarked on his fourth voyage in 1502. The letter, thought to be lost, was recently rediscovered at the Huntington. The text above is by William Moffett, director of the library, and William France, the curator of the exhibition. It is excerpted from the exhibition brochure.

Charles V threatened the interests of Spanish conquistadors when he enacted the "New Laws" of 1542. Although political unrest in the Americas forced him to retreat, how to treat the Americans remained an open question, reaching a symbolic climax in a formal debate held in 1550-51 at Valladolid between Las Casas and Juan Ginés de Sepúlveda. There was no certain victor, yet Las Casas continued to get his radically pro-Native-American opinion printed, while Sepúlveda was forbidden to publish. Indeed, it was the very frankness of Spanish self-criticism that provided Protestant England and its allies with much of the ammunition for the "Black Legend" of inherent Spanish cruelty. In Spanish America, there more than in other, later European empires, ethical considerations on the just treatment of Native Americans deeply influenced political decisions, even at the risk of civil war.

### Government & Politics

## National Effort Sought to Aid Black Ph.D. Candidates

Continued From Page A27  
design. "It's not just the provision of money, but the intensity of the interpersonal contact," he said.

### Not Necessarily Identical

While the endowment program has worked well, Richard W. Jonson, executive director of the Western Interstate Commission for Higher Education, said other efforts would be similar, but not necessarily identical. For example, some may seek to attract members of different minority groups, depending on the enrollment patterns and demographics of different parts of the country. Or a program may opt to provide loans for doc-

toral study instead of grants, and forgive the loans if the student agrees to stay in the region as a faculty member for a specific time period.

The critical element, said Frank C. Abbott, coordinator of the effort for the Western commission, is that the programs "personalize the educational opportunity for each scholar."

Mr. Jonson said budget deficits in many states might initially limit how far the efforts could go, but that some action was essential. "Everybody acknowledges that something has to happen. We cannot live with things as they are today, or tomorrow will be unacceptable," he said. "There's agreement that something needs to be done, although it will be difficult."

Advocates of replicating the Florida program concede that the uproar over race-specific scholarships could pose legal difficulties. The Education Department has proposed guidelines that would, if enacted, bar most scholarship programs that are restricted to members of certain ethnic or racial groups.

### Enthusiastic Support

"I'm convinced that it's possible to have these programs, but we may have to design them a little differently than the Florida program," Mr. Musick said. "We'll make sure we're not breaking the law, if anyone can figure out what the law is."

Success stories from the Florida program provided the inspiration for what state and regional officials are trying to do, they say.

One former fellow, Tommie H. Stewart, a professor of theater at Alabama State University, enthusiastically supports replicating the program elsewhere in the country.

"This program is absolutely necessary in order to afford more talented African-American students an opportunity that they would not have had without the McKnight Foundation," she said.

Before winning a fellowship in 1984 to Florida State University, Ms. Stewart was teaching at Jack-

son State University. "I was giving 150 per cent of myself, using all of my time to teach and develop students in the arts, but without the credentials necessary to even warrant much financial support for the program I had created."

Since receiving her Ph.D., Ms. Stewart has not only joined the faculty of Alabama State, but also received an honorary doctorate from Buena Vista College in Iowa, where she gave a commencement address, and won a recurring role on NBC's "In the Heat of the Night."

"I don't know whether any of this would have happened had it not been for the foundation's believing that somewhere out there, somebody wanted to do more," she said.

## Problems Plague SSC's Construction, 2 Studies Assert

Continued From Page A27  
lion by delaying completion of the project by 13 months.

Mr. Rezendes said the construction of the two particle detectors could also lead to much higher costs than had been anticipated, particularly if the groups of scientists building them fail to obtain foreign contributions. Energy Department officials hope to build the two detectors for a total of \$1-billion, \$500-million of which would be from foreign sources. Although the department has allocated a total of \$550-million for the two detectors, Mr. Rezendes added, one of the groups this month submitted a cost estimate of \$584-million.

### Design Changes Are Cited

In the second Congressional study, investigators for the subcommittee said \$105-million in additional costs and \$15-million in savings had resulted from changes in the design and construction of the supercollider for which contractors had obtained approval from February 1991 to February 1992. That translated to a \$90-million increase in projected costs, they said.

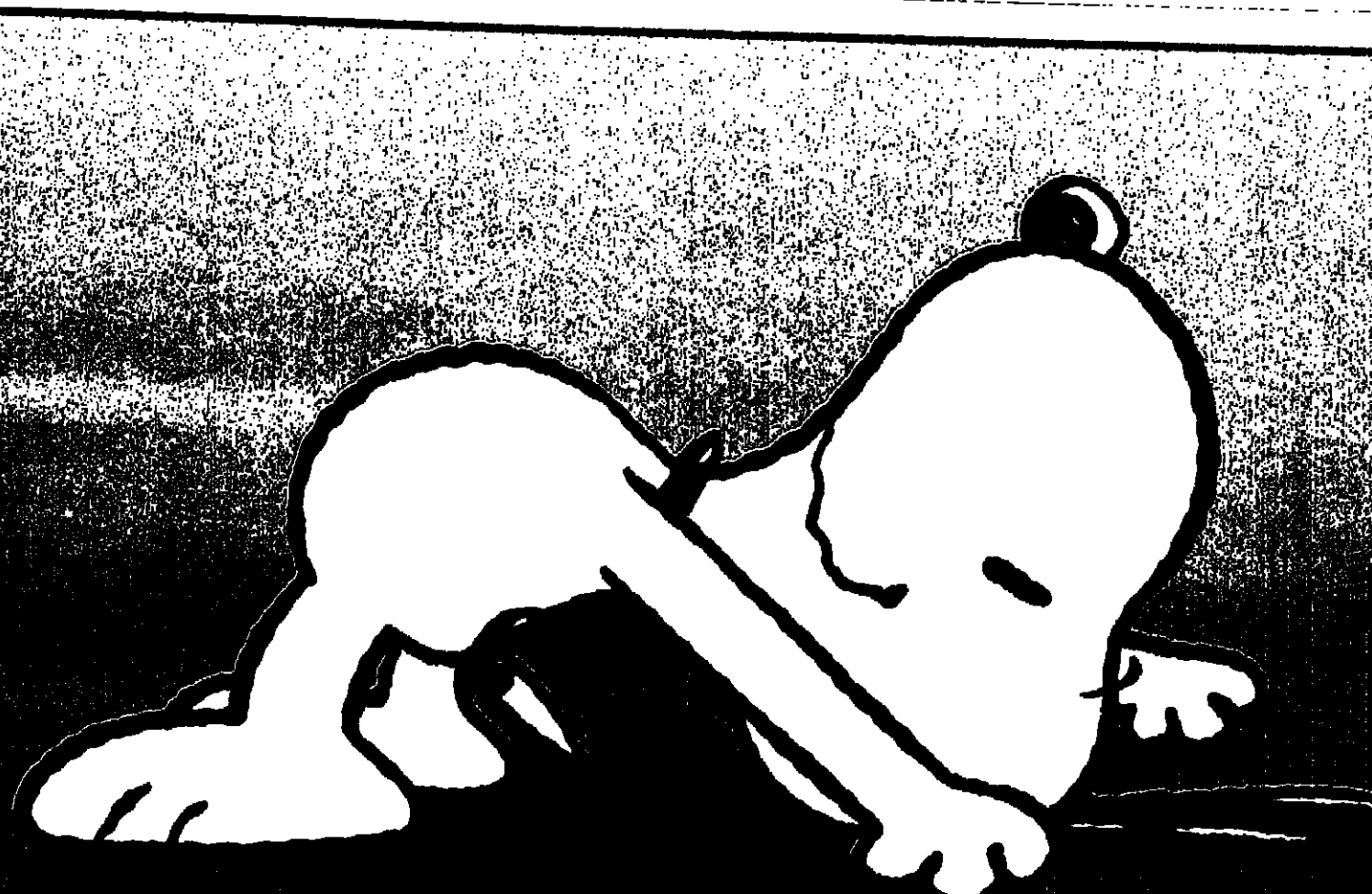
Rep. George E. Brown, Jr., a California Democrat who chairs the House science committee, said in an interview that if it appeared that rising federal spending for the construction of the supercollider was squeezing out other research programs in the Energy Department, he intended to oppose the project.

"I want to see a balanced program, not one in which good research proposals, fairly small in relative terms, are completely precluded in relative terms because of commitments to a huge wave of spending for the Superconducting Supercollider," he said.

### Support May Evaporate

"We have said from the beginning that our support for the SSC is conditioned upon its not having a destructive effect upon the other research funding in the department,"

But if it appears that it is, he added, "we'll be more than willing to change our position and oppose the SSC. It could happen as early as this year."



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## College and University Projects Receiving Congressional Earmarks

Continued From Preceding Page

**Reporting Database Development Project** at the Upper Great Plains Transportation Institute: \$100,000 from the Agriculture Department for research on dried beans; \$75,000 from the Agriculture Department for research on biocontrol of grasshoppers.

**Northeastern University**, at least \$6-million from the Department of Defense for research and development.

**Northeast Louisiana University**, \$4-million from the Federal Aviation Administration for facilities and equipment related to its airway-science curriculum.

**Northeast Texas Community College**, \$300,000 from the Department of Housing and Urban Development for the Business and Industrial Development Center to promote programs for rural economic development.

**Northern Marietta College**, \$647,000—to be shared with four other institutions—from the Agriculture Department for research on development of agriculture in the Pacific region.

**Northwestern University**, \$2,865-million—to be shared with 17 other universities—from the Agriculture Department for urban-gardening programs; \$3-million—to be shared with five other universities—from the Energy Department for the Midwest Superconductivity Consortium.

**Northwest Missouri State University**, \$105,000 from the Energy Department for a study of ethanol as a fuel for small engines.

**Ohio State University**, \$3,557-million—to be shared with 22 other universities—from the Agriculture Department for urban-gardening programs; \$3-million—to be shared with five other universities—from the Energy Department for the Midwest Superconductivity Consortium; \$2,865-million—to be shared with 17

other universities—from the Agriculture Department for the Midwest Plant Biotechnology Consortium; \$368,000—to be shared with Purdue University—from the Agriculture Department for research on food systems; \$250,000 from the Agriculture Department for an income-enhancement demonstration; \$240,000 from the Agriculture Department for research on genetic engineering of plants; \$140,000 from the Agriculture Department for research on new uses of agricultural products; \$55,000 from the Agriculture Department for research on mold.

**Oklahoma State University**, \$337,000 from the Agriculture Department for wheat-pasture expansion; \$331,000—to be shared with Mississippi State University—from the Agriculture Department for a technology-transfer project; \$300,000 from the Agriculture Department for research on rural development; \$282,000 from the Agriculture Department for research on food preservation and processing; \$225,000 from the Agriculture Department for the National Center for Bovine/Equine Biotechnology; \$193,000 from the Agriculture Department for research on integrated production systems; \$100,000—to be shared with Kansas State University—from the Agriculture Department for the Great Plains Agricultural Policy Center.

**Oregon Graduate Institute**, \$1.3-million from the Department of Defense for research and development; \$537,000—to be shared with seven other universities and two research centers—from the Agriculture Department for biotechnology research.

**Oregon Health Sciences University**, \$10-million from the Energy Department for an ambulatory research and education building.

**Oregon State University**, \$2,852-million—to be shared with two other universities—from the Agriculture Department for research on wood utilization; \$1,435-million—to be shared with eight other universities—from the Agriculture Department for research on potatoes; \$880,000—to be shared with two other universities—from the Agriculture Department for water-quality research; \$537,000—to be shared with seven other universities and two research centers—from the Agriculture Department for biotechnology research; \$500,000—to be shared with four other universities—from the Agriculture Department for rural-development centers; \$437,000—to be shared with four other universities—from the Agriculture Department for research on Russian wheat aphids; \$412,000—to be shared with 11 other universities—from the Agriculture Department for a barley gene-mapping project; \$340,000—to be shared with the University of Rhode Island—from the Agriculture Department for fish-marketing research; \$300,000 from the Agriculture Department for research on wheat marketing; \$250,000—to be shared with four other universities—from the Agriculture Department for research on the wheat disease TCK smut; \$225,000 from the Agriculture Department for research on an alternative to the herbicide Dinoseb; \$217,000 from the Agriculture Department for the Seafood Center; \$187,000—to be shared with two other universities—from the Agriculture Department for small-fruit research; \$85,000 from the Agriculture Department for research on eastern filbert blight; \$46,000 from the Agriculture Department for milk research.

**Pennsylvania State University**, \$5-million from the U.S. Navy for research on manufacturing technologies; \$3,557-million—to be shared with 22 other universities—from the Agriculture Department for urban-gardening programs; \$1,435-million—to be shared with eight other universities—from the Agriculture Department for research on potatoes; \$500,000—to be shared with four other universities—from the Agriculture Department for rural-development centers; \$335,000 from the Agriculture Department for research on improved dairy-management practices; \$285,000 from the Agriculture Department for research on a rural-education satellite downlink; \$284,000 from the Agriculture Department for research on milk safety; \$240,000 from the Agriculture Department for research on controlled-environment production systems; \$134,000 from the Agriculture Department for research on a mechanical tomato harvester.

**Pittsburg State University**, \$4-million from the Energy Department to restore the Technology Complex.

**Polytechnic University**, \$28.4-million from the National Aeronautics and Space Administration, \$1-million from the Defense Department, \$900,000 from the Agriculture Department, and \$750,000 from the Environmental Protection Agency—all to be shared with four other universities and a private research institute—for the Consortium for International Earth Science Information Network.

**Saint Francis College (Pennsylvania)**, \$2.5-million from the Department of Defense for the training of physician assistants.

**Saint John's University (New York)**, \$300,000—to be shared with 28 other colleges and the Philadelphia Academy of Natural Sciences—from the U.S. Coast Guard for the New Jersey Marine Sciences Consortium to develop educational materials on fishing-vessel safety.

**Saint Joseph's University (Pennsylvania)**, \$2.71-million from the Agriculture Department for the Center for Food Marketing.

**Saint Norbert College**, \$1.5-million from the Agriculture Department, \$900,000 from the Environmental Protection Agency, and \$750,000 from the Agriculture Department—all to be shared with four other universities and a private research institute—for the Consortium for International Earth Science Information Network.

**Prairie View A&M University**, \$75,000 from the Agriculture Department for dairy-goat research.

**Princeton University**, \$300,000—to be shared with 28 other colleges and the Philadelphia Academy of Natural Sciences—from the U.S. Coast Guard for the New Jersey Marine Sciences Consortium to develop educational materials on fishing-vessel safety.

**Purdue University**, \$3,557-million—to be shared with 22 other universities—from the Agriculture Department for urban-gardening programs; \$3-million—to be shared with five other universities—from the Energy Department for the Midwest Superconductivity Consortium; \$2,865-million—to be shared with 17 other universities—from the Agriculture Department for biotechnology research; \$368,000—to be shared with Ohio State University—from the Agriculture Department for research on food systems.

**Ramapo College**, \$300,000—to be

shared with 28 other colleges and the Philadelphia Academy of Natural Sciences—from the U.S. Coast Guard for the New Jersey Marine Sciences Consortium to develop educational materials on fishing-vessel safety.

**Rensselaer Polytechnic Institute**, \$800,000 from the Environmental Protection Agency for the Adirondack Destruction Assessment Program.

**Rider College**, \$300,000—to be shared with 28 other colleges and the Philadelphia Academy of Natural Sciences—from the U.S. Coast Guard for the New Jersey Marine Sciences Consortium to develop educational materials on fishing-vessel safety.

**Rutgers University**, \$3,557-million—to be shared with 22 other universities—from the Agriculture Department for urban-gardening programs; \$3,044-million from the Agriculture Department for a plant-bioscience facility; \$2.5-million—to be shared with two other universities—from the National Oceanic and Atmospheric Administration for marine research; \$2-million from the National Oceanic and Atmospheric Administration for research on the New York Bight; \$1.5-million—to be shared with the Georgia Institute of Technology—from the Federal Aviation Administration to administer a joint center of excellence for aviation research; \$300,000—to be shared with 28 other colleges and the Philadelphia Academy of Natural Sciences—from the U.S. Coast Guard for the New Jersey Marine Sciences Consortium to develop educational materials on fishing-vessel safety; \$260,000 from the Agriculture Department for cranberry and blueberry research; \$30,000 from the Federal Communications Commission to support research at the Wireless Information Laboratory.

**Seaboard Valley State University**, \$28.4-million from the National Aeronautics and Space Administration, \$1-million from the Defense Department, \$900,000 from the Agriculture Department, and \$750,000 from the Environmental Protection Agency—all to be shared with four other universities and a private research institute—for the Consortium for International Earth Science Information Network.

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## Government & Politics

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**Seton Hill College**, \$1-million—to be shared with 28 other colleges and the Philadelphia Academy of Natural Sciences—from the U.S. Coast Guard for the New Jersey Marine Sciences Consortium to develop educational materials on fishing-vessel safety.

**South Dakota State University**, \$2,865-million—to be shared with 22 other universities—from the Agriculture Department for urban-gardening programs; \$3,044-million from the Agriculture Department for a plant-bioscience facility; \$2.5-million—to be shared with two other universities—from the National Oceanic and Atmospheric Administration for marine research; \$2-million from the National Oceanic and Atmospheric Administration for research on the New York Bight; \$1.5-million—to be shared with the Georgia Institute of Technology—from the Federal Aviation Administration to administer a joint center of excellence for aviation research; \$300,000—to be shared with 28 other colleges and the Philadelphia Academy of Natural Sciences—from the U.S. Coast Guard for the New Jersey Marine Sciences Consortium to develop educational materials on fishing-vessel safety.

**Southeastern Massachusetts University**, \$4-million—to be shared with four other universities—from the Agriculture Department for urban-gardening programs; \$3,044-million from the Agriculture Department for a plant-bioscience facility; \$2.5-million—to be shared with two other universities—from the National Oceanic and Atmospheric Administration for marine research; \$2-million from the National Oceanic and Atmospheric Administration for research on the New York Bight; \$1.5-million—to be shared with the Georgia Institute of Technology—from the Federal Aviation Administration to administer a joint center of excellence for aviation research; \$300,000—to be shared with 28 other colleges and the Philadelphia Academy of Natural Sciences—from the U.S. Coast Guard for the New Jersey Marine Sciences Consortium to develop educational materials on fishing-vessel safety; \$260,000 from the Agriculture Department for cranberry and blueberry research; \$30,000 from the Federal Communications Commission to support research at the Wireless Information Laboratory.

**Southern Illinois University**, \$5,000 from the Agriculture Department for research on water quality.

**Southern University**, \$3-million from the Federal Aviation Administration for facilities and equipment related to airway-science curriculum.

**Southwest State University**, \$5,000—to be shared with the Minnesota Extension Service—from the Agriculture Department for the Youth-at-Risk program.

**Sparks State Technical College**, \$1.6-million from the Energy Department, to complete the Center for Advanced Electronics Technology.

**State University of New York at Albany**, \$648,862 from the Justice Department to continue a study of the causes of juvenile delinquency.

**State University of New York at Binghamton**, \$700,000 from the Defense Department to acquire a time-training simulator.

**Stephen F. Austin State University**, \$5-million—to be shared with Sam Houston State University—from the Defense Department for the Texas Regional Institute for Environmental Studies.

**Stevens Institute of Technology**, \$300,000—to be shared with 28 other colleges and the Philadelphia Academy of Natural Sciences—from the U.S. Coast Guard for the New Jersey Marine Sciences Consortium to develop educational materials on fishing-vessel safety.

**Stockton State College**, \$300,000—to be shared with 28 other colleges and the Philadelphia Academy of Natural Sciences—from the U.S. Coast Guard for the New Jersey Marine Sciences Consortium to develop educational materials on fishing-vessel safety.

**Tarleton State University**, \$5,000—to be shared with three other universities—from the Environmental Protection Agency for a research model on agricultural pollution associated with confined feeding of animals.

**Tennessee State University**, \$5,000 from the Agriculture Department for research on herd management; \$5,000 from the Agriculture Department for the Nursery Crop Research Station.

**Texas A&M University**, \$3,557-million—to be shared with 22 other universities—from the Agriculture Department for alternative pest-control research; \$525,000—to be shared with two other universities—from the Agriculture Department for urban-gardening programs; \$750,000—to be shared with three other universities—from the Environmental Protection Agency for a research model on agricultural pollution associated with confined feeding of animals; \$625,000—to be shared with three other universities—from the Agriculture Department for livestock and dairy-goat research; \$453,000—from the Agriculture Department for mosquito research; \$348,000—to be shared with the University of Missouri—from the Agriculture Department for research on the regional effects of farm programs; \$250,000 from the Agriculture Department for research on four other universities—from the Agriculture Department for beef-carass evaluation and identification research; \$100,000 from the Agriculture Department for mesquite and phytophagous research; \$75,000 from the Agriculture Department for research on cottonseed-oil extraction and refining.

**Texas A&M University at Galveston**, \$200,000 from the Maritime Administration to acquire a maritime-training simulator.

**Texas Southern University**, \$4-million—to be shared with seven other universities—from the Environmental Protection Agency for the Association of Minority Health Professions Schools to study the toxicity of certain chemicals.

**Trenton State College**, \$300,000—to be shared with 28 other colleges and the Philadelphia Academy of Natural Sciences—from the U.S. Coast Guard for the New Jersey Marine Sciences Consortium to develop educational materials on fishing-vessel safety.

**Tulsa University**, \$3.2-million from the Environmental Protection Agency for the Center for Environmental Management; \$1.5-million from the Small Business Administration to establish the New England Regional Biotechnology Transfer Center; \$1.5-million—to be shared with four other universities and two research centers—from the Small Business Administration for a shared incubator facility and a science and business center; \$582,000 from the Agriculture Department for the Center on Hunger, Poverty, and Nutrition Policy; \$537,000—to be shared with seven other universities and two research centers—from the Agriculture Department for biotechnology research.

**Tuskegee University**, \$4-million—to be shared with seven other universities—from the Environmental Protection Agency for the Association of Minority Health Professions Schools to study the toxicity of certain chemicals.

**Union College**, \$300,000—to be shared with 28 other colleges and the Philadelphia Academy of Natural Sciences—from the U.S. Coast Guard for the New Jersey Marine Sciences Consortium to develop educational materials on fishing-vessel safety.

**University of Alabama**, \$10-million from the Energy Department to expand the Energy, Mineral, and Materials Science Research Building; \$2-million from the Energy Department for the Southeast Regional Center of the National Institute for Global Environmental Change.

**University of Alaska**, \$10-million from the U.S. Air Force for modernizing and upgrading the Poker Flat Research Range, a rocket-launching site that is owned and operated by the university; up to \$10-million from the National Aeronautics and Space Administration for the Poker Flat Research Range; \$125,000—to be shared with the University of Illinois—from the Agriculture Department for farm and rural business-finance research.

**University of Arizona**, \$3,557-million—to be shared with 22 other universities—from the Agriculture Department for urban-gardening programs; \$100,000 from the Agriculture Department for agricultural research complex and an environmental-stress laboratory.

**University of Arkansas**, \$3,056-million from the Agriculture Department for the Center of Excellence; \$1,942-million—to be shared with two other universities—from the Agriculture Department for the Food Safety Consortium; \$1.4-million from the Agriculture Department for alternative pest-control research; \$525,000—to be shared with two other universities—from the Agriculture Department for urban-gardening programs; \$750,000—to be shared with three other universities—from the Environmental Protection Agency for a research model on agricultural pollution associated with confined feeding of animals; \$625,000—to be shared with three other universities—from the Agriculture Department for livestock and dairy-goat research; \$453,000—from the Agriculture Department for mosquito research; \$348,000—to be shared with the University of Missouri—from the Agriculture Department for research on the regional effects of farm programs; \$250,000 from the Agriculture Department for research on four other universities—from the Agriculture Department for beef-carass evaluation and identification research; \$100,000 from the Agriculture Department for mesquite and phytophagous research; \$75,000 from the Agriculture Department for research on cottonseed-oil extraction and refining.

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## Government & Politics

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**University of Arkansas at Little Rock**, \$200,000 from the Maritime Administration to acquire a maritime-training simulator.

**University of Arkansas at Monticello**, \$200,000 from the Agriculture Department for research on fire ants.

**University of California**, \$3,557-million—to be shared with 22 other universities—from the Agriculture Department for urban-gardening programs; \$453,000—to be shared with four other universities—from the Agriculture Department for research on Russian wheat aphids; \$207,000 from the Agriculture Department for research on alternative pest control, containment, and quarantine.

**University of California at Berkeley**, \$4-million—to be shared with Massachusetts General Hospital—from the Health and Human Services Department for planning and construction at the Lawrence Berkeley Laboratory; \$2-million—to be shared with four other universities and a private research institute—from the Education Department for technical assistance at the National Center for Research on Vocational Education.

**University of California at Davis**, \$1,609-million for a grape-importing facility; \$412,000—to be shared with 11 other universities—from the Agriculture Department for a barley gene-mapping project.

**University of California at Santa Barbara**, \$28.4-million from the National Aeronautics and Space Administration, \$1-million from the Defense Department, \$900,000 from the Agriculture Department, and \$750,000 from the Environmental Protection Agency—all to be shared with four other universities and a private research institute—for the Consortium for International Earth Science Information Network.

**University of Central Arkansas**, \$150,000 from the Small Business Administration for the Small Business Institute Program's National Data Center.

**University of Chicago**, \$2,865-million—to be shared with 17 other universities—from the Agriculture Department for the Midwest Plant Biotechnology Consortium.

**University of Colorado**, \$504,280 from the Justice Department to continue a study of the causes of juvenile delinquency.

**University of Connecticut**, \$3,557-million—to be shared with 22 other universities—from the Agriculture Department for urban-gardening programs; \$250,000—to be shared with two other universities—from the National Oceanic and Atmospheric Administration for marine research; \$400,000 from the Energy Department for an unspecified purpose; \$393,000 from the Agriculture Department for a food-marketing policy center.

**University of Detroit Mercy**, \$1-million from the Environmental Protection Agency for the Center for Excellence in Polymer Research and Environmental Study.

**University of Florida**, \$3,557-million—to be shared with 22 other universities—from the Agriculture Department for urban-gardening programs; \$840,000 from the Agriculture Department for the Alternative Pest Control; \$462,000 from the Agriculture Department for the National Center for Agricultural Law Research and Information; \$453,000—to be shared with four other universities—from the Agriculture Department for mosquito research; up to \$395,000—to be shared with the University of Missouri—from the Agriculture Department for endophyte research; \$175,000 from the Agriculture Department for ethanol research; \$167,000 from the Agriculture Department for research on irrigation and fish production; \$50,000 from the Agriculture Department for research on seedless table grapes.

**University of Georgia**, \$3,557-million—to be shared with 22 other universities—from the Agriculture Department for urban-gardening programs; \$1,775-million from the National Laboratory for Environmentally Sound Production Agriculture; \$744,000 from the Agriculture Department for research on rural economic development; \$425,000 from the Agriculture Department for the Biocatalytic Research Center; \$225,000 from the Agriculture Department for a viticulture-on-storage facility; \$210,000—to be shared with four other universities—from the Agriculture Department for beef-carass evaluation and identification research; \$200,000 from the Agriculture Department for research on Russian wheat aphids; \$125,000—to be shared with the University of Alaska—from the Agriculture Department for farm and rural business-finance research.

**University of Hawaii**, \$5.3-million—to be shared with the Massachusetts Institute of Technology, a company, and two government agencies—from the U.S. Army for research on the commercialization of biodegradable plastic for food packaging; \$3,557-million—to be shared with 22 other universities—from the Agriculture Department for research on Russian wheat aphids; \$207,000 from the Agriculture Department for research on alternative pest control, containment, and quarantine.

**University of Hawaii at Manoa**, \$4-million—to be shared with four other universities—from the Agriculture Department for research on integrated production systems; \$100,000—to be shared with Kansas State University—from the Agriculture Department for the Great Plains Agricultural Policy Center.

**University of Idaho**, \$1,435-million—to be shared with eight other universities—from the Agriculture Department for research on potatoes; \$880,000—to be shared with two other universities—from the Agriculture Department for water-quality research; \$500,000 from the Agriculture Department for a biotechnology facility; \$437,000—to be shared with four other universities—from the Agriculture Department for research on Russian wheat aphids; \$412,000—to be shared with 11 other universities—from the Agriculture Department for a barley gene-mapping project; \$387,000—to be shared with Washington State University—from the Agriculture Department for cool-season legume research; \$250,000—to be shared with four other universities—from the Agriculture Department for research on the wheat disease TCK smut; \$187,000—to be shared with two other universities—from the Agriculture Department for small-fruit research.

**University of Illinois at Urbana-Champaign**, \$3,557-million—to be shared with 22 other universities—from the Agriculture Department for urban-gardening programs; \$2,865-million—to be shared with 17 other universities—from the Agriculture Department for the Midwest Plant Biotechnology Consortium; \$2-million—to be shared with four other universities and a private research institute—from the Education Department for technical assistance at the National Center for Research on Vocational Education; \$1,987-million from the Agriculture Department for the National Soybean Laboratory; \$210,000—to be shared with four other universities—from the Agriculture Department for beef-carass evaluation and identification research; \$200,000 from the Agriculture Department for research on Russian wheat aphids; \$125,000—to be shared with the University of Alaska—from the Agriculture Department for farm and rural business-finance research.

**University of Iowa**, \$3-million from the International Trade Administration for a new materials center; \$2,865-million—to be shared with 17 other universities—from the Agriculture Department for the Midwest Plant Biotechnology Consortium; \$1,953-million—to be shared with Iowa State University and the Iowa Department of Economic Development—from the Agriculture Department for a biotechnology consortium.

**University of Kansas**, \$1.45-million—to be shared with two other universities—from the Environmental Protection Agency for a project on pollution; \$494,000 from the Energy Department for technology-transfer activities involving the Kansas Tertiary Oil Recovery Program.

**University of Kentucky**, \$4.5-million from the Small Business Administration to assist in the construction of the Advanced Science and Technology Commercialization Center; \$3,557-million—to be shared with 22 other universities—from the Agriculture Department for urban-gardening programs; \$227,000 from the Agriculture Department for export-development research; \$50,000 from the Agriculture Department for a feasibility study on future research.

**University of Maine**, \$1,435-million—to be shared with eight other universities—from the Agriculture Department for research on potatoes; \$221,000 from the Agriculture Department for a product development and marketing center; \$187,000 from the Agriculture Department for research at Presque Isle; \$185,000 from the Agriculture Department for low-bush-blueberry research.

**University of Maryland**, \$20-million from the National Aeronautics and Space Administration to help build and equip the Christopher Columbus Center of Marine Research and Exploration; \$3,557-million—to be shared with 22 other universities—from the Agriculture Department for urban-gardening programs; \$2.5-million—to be shared with two other universities—from the National Oceanic and Atmospheric Administration for marine research; \$1,435-million—to be shared with eight other universities—from the Agriculture Department for research on potatoes; \$880,000—to be shared with two other universities—from the Agriculture Department for water-quality research; \$500,000 from the Agriculture Department for a biotechnology facility; \$437,000—to be shared with four other universities—from the Agriculture Department for research on Russian wheat aphids; \$412,000—to be shared with 11 other universities—from the Agriculture Department for a barley gene-mapping project; \$387,000—to be shared with Washington State University—from the Agriculture Department for cool-season legume research; \$250,000—to be shared with four other universities—from the Agriculture Department for research on the wheat disease TCK smut; \$187,000—to be shared with two other universities—from the Agriculture Department for small-fruit research.

**University of Minnesota**, at least \$10-million from the Department of Defense for research and development; \$2,865-million—to be shared with 17 other universities—from the Agriculture Department for research on potatoes; \$880,000—to be shared with two other universities—from the Agriculture Department for water-quality research; \$500,000 from the Agriculture Department for a biotechnology facility; \$437,000—to be shared with four other universities—from the Agriculture Department for research on Russian wheat aphids; \$412,000—to be shared with 11 other universities—from the Agriculture Department for a barley gene-mapping project; \$387,000—to be shared with Washington State University—from the Agriculture Department for cool-season legume research; \$250,000—to be shared with four other universities—from the Agriculture Department for research on the wheat disease TCK smut; \$187,000—to be shared with two other universities—from the Agriculture Department for small-fruit research.

**University of Missouri**, \$3,557-million—to be shared with 22 other universities—from the Agriculture Department for urban-gardening programs; \$1,775-million from the National Laboratory for Environmentally



## College and University Projects Receiving Congressional Earmarks

Continued From Preceding Page

Department for technical assistance at the National Center for Research on Vocational Education; \$750,000 from the Department of Transportation for the Humphrey Institute; \$500,000 from the Environmental Protection Agency for the Minerals Research Laboratory at the University's Natural Resources Research Institute; \$412,000—to be shared with 11 other universities—from the Agriculture Department for a barley gene-mapping project; \$250,000 from the Agriculture Department for a program to assist local communities with development issues; \$230,000 from the Agriculture Department for research on low-input agriculture; \$200,000—to be shared with North Dakota State University—from the Agriculture Department for research on the Red River Corridor; \$140,000 from the Agriculture Department for swine research; \$88,000 from the Agriculture Department for wild-rice research.

University of Mississippi, \$1,322-million from the Agriculture Department to operate the Food Service Management Institute; \$1,185-million—to be shared with the University of Hawaii—from the Bureau of Mines for the Marine Minerals Technology Center; \$1-million from the U.S. Navy for the National Center for Physical Acoustics; \$100,000 from the Agriculture Department for the Biological Technology Center for Water and Wetlands Research.

University of Missouri at Columbia, \$3,557-million—to be shared with 22 other universities—from the Agriculture Department for urban-gardening programs; \$3-million—to be shared with five other universities—from the Energy Department for the Midwestern Superconductivity Consortium; \$2,865-million—to be shared with 17 other universities—from the Agriculture Department for the Midwest Plant Biotechnology Consortium; \$750,000—to be shared with Iowa State University—from the Agriculture Department for the Food and Agriculture Policy Institute; \$525,000—to be shared with two other universities—from the Agriculture Department for rural-policy institutes; \$412,000—to be shared with 11 other universities—from the Agriculture Department for a barley gene-mapping project; up to \$395,000—to be shared with the University of Arkansas—from the Agriculture Department for modeling on rice; \$359,000 from the Agriculture Department for research on soybean-cyst nematode; \$348,000—to be shared with Texas A&M University—from the Agriculture Department for research on the regional implications of farm programs; \$200,000—to be shared with the University of Arkansas—from the Agriculture Department for endophyte research; \$50,000 from the Agriculture Department for the Conservation Reserve Program to study soil erosion.

University of Missouri at St. Louis, \$10-million from the Energy Department for the Center for Molecular Electronics.

University of Nebraska, \$4.5-million from the Agriculture Department for the Center for Advanced Technology; \$525,000—to be shared with two other universities—from the Agriculture Department for rural-policy institutes; \$118,000 from the Environmental Protection Agency for two wetlands research projects.

University of Nebraska at Lincoln, \$2,865-million—to be shared with 17 other universities—from the Agriculture Department for the Midwest Plant Biotechnology Consortium; \$1,45-million—to be shared with two other universities—from the Environmental Protection Agency for a project on pollution; \$235,000 from the Agriculture Department for operating expenses for the Agricultural Satellite Corporation; \$200,000 from the Agriculture Department for research on rural development; \$197,000 from the Fish and Wildlife Service for wetland studies on the Platte River; \$110,000 from the Agriculture Department for research on non-food agricultural products; \$99,000 from the Agriculture Department for research on sandhills grazing-management practices; \$80,000 from the Agriculture Department for milkweed research; \$70,000 from the Agriculture Department for research on sustainable-agriculture systems; \$67,000 from the Agriculture Department for research on crabs/rape-seed; \$50,000 from the Agriculture Department for a food-processing center.

University of Nebraska Medical Center, \$300,000 from the Department of Housing and Urban Development for the Nebraska Center for Rural Health Education and Drug Information.

University of Nevada, \$250,000 from the Agriculture Department for biochemistry and biology research.

University of Nevada at Las Vegas, \$1,284-million from the Energy Department to buy supercomputer time.

University of Nevada at Reno, \$2.5-million from the Federal Emergency Management Agency to build a laboratory for earthquake research; \$200,000 from the Agriculture Department for water conservation research; \$197,000 from the Interior Department for research on immunization; \$99,000 from the Interior Department for a population model.

University of New Hampshire, \$2-million from the National Oceanic and Atmospheric Administration for marine research; \$50,000—to be shared with the University of Vermont—from the Agriculture Department for research on the marketing of forest products.

University of North Dakota, \$4,381-million from the Agriculture Department for the Institute for Agricultural Health Science and Rural Medicine; \$2.5-million from the Environmental Protection Agency for developing a technology for a low-

temperature-plasma process; \$2-million from the Federal Aviation Administration for facilities and equipment related to its airway-science curriculum; \$2-million from the Department of Housing and Urban Development for a "technology-incubator" facility to create new manufacturing jobs in rural areas; \$1,481-million from the Energy Department for the Energy and Environmental Research Center; \$500,000 from the Agriculture Department for research on water quality; \$400,000 from the Agriculture Department for a maize-genetics research center; about \$260,000 from the U.S. Army to continue a training program for helicopter pilots; \$250,000 from the Agriculture Department for an alternative-fuels laboratory.

University of Notre Dame, \$3-million—to be shared with five other universities—from the Energy Department for the Midwestern Superconductivity Consortium.

University of Oklahoma, \$150,000 from the Environmental Protection Agency for the National Center on Solid Waste Research and Management.

University of Oregon, \$537,000—to be shared with seven other universities and two research centers—from the Agriculture Department for biotechnology research.

University of Pennsylvania, \$10-million from the Department of Defense for the Institute for Advanced Science and Technology.

University of Pittsburgh, \$5-million from the U.S. Army for the National Defense Center for Environmental Excellence, which is managed by the University of Pittsburgh Trust; \$524,000 from the Justice Department to continue a study of the causes of juvenile delinquency.

University of Rhode Island, \$500,000 from the Agriculture Department for building consolidation; \$340,000—to be shared with Oregon State University—from the Agriculture Department for fish-marketing research.

University of Saint Thomas (Minnesota), at least \$500,000 from the Department of Defense for research and development.

University of South Carolina, \$700,000 from the National Oceanic and Atmospheric Administration for research at the School of Public Health; at least \$500,000 from the Department of Defense for research and development.

University of Southern Mississippi, \$3.5-million—to be shared with a private research institute—from the Agriculture Department for research on shrimp aquaculture; \$400,000 from the Agriculture Department for the Polymer Center.

University of Tennessee, \$137,000—to be shared with two other universities—from the Agriculture Department for research on dogwood anthracnose.

University of Tennessee at Knoxville, \$3,657-million—to be shared with 22 other universities—from the Agriculture Department for urban-gardening programs; \$925,000 from the Agriculture Department for the Agricultural, Biological, and Environmental Research Complex.

University of Texas at Austin, at least \$6-million from the Department of Defense for research and development; \$750,000—to be shared with three other universities—from the Environmental Protection Agency for a research model on agricultural pollution associated with confined feeding of animals.

University of Texas at El Paso, \$2-million—to be shared with four other universities—from the Environmental Protection Agency for the Southwest Center for Environmental Research and Policy for research, education, and policy analysis on environmental problems at the border between the United States and Mexico.

University of Toledo, \$278,000 from the Agriculture Department for the Plant Science Research Facility.

University of Utah, \$2-million—to be shared with four other universities—from the Environmental Protection Agency for the Southwest Center for Environmental Research and Policy for research, education, and policy analysis on environmental problems at the border between the United States and Mexico.

University of Vermont, \$99,000 from the U.S. Fish and Wildlife Service to conduct food-web studies in Lake Champlain; \$99,000 from the Agriculture Department for maple research; \$50,000—to be shared with the University of New Hampshire—from the Agriculture Department for research on the marketing of forest products; \$49,000 from the Agriculture Department for research on integrated orchard management; \$37,000 from the Agriculture Department for the Center for Rural Studies.

University of Washington, \$4-million—to be shared with four other universities—from the Agriculture Department for research programs at aquaculture centers; \$2-million from the Education Department for the Warren G. Magnuson Endowment; \$1,234-million from the Forest Service for the Olympic Natural Resources Center; \$800,000—to be shared with Washington State University—from the Agriculture Department for research on the competitiveness of agricultural products; \$123,000 from the Indian Health Service for research on fetal-alcohol syndrome.

University of Wisconsin, at least \$1.6-million from the Department of Defense for research and development; \$412,000—to be shared with 11 other universities—from the Agriculture Department for a barley gene-mapping project; \$281,000 from the Agriculture Department for research on food systems; \$165,000 from the Agriculture Department for a technology-transfer project; \$75,000 from the Agriculture Department for the Babcock Institute; \$25,000 from the Agriculture Department for a computerized geographic-mapping system.

University of Wisconsin at Madison, \$7,393-million from the Agriculture Department for an agriculture-biotechnology and genetics facility; \$3,557-million—to be shared with 22 other universities—from the Agriculture Department for urban-gardening programs; \$2,865-million—to be shared with 17 other universities—from the Agriculture Department for the Midwest Plant Biotechnology Consortium.

University of Wyoming, \$500,000 from the Agriculture Department for an environmental-simulation facility.

Utah State University, \$10-million from the National Aeronautics and Space Administration to build and equip a new space-dynamics laboratory; \$1,021-million from the Agriculture Department for an agriculture-biotechnology facility; \$764,000 from the Agriculture Department for a biotechnology laboratory; \$250,000—to be shared with four other universities—from the Agriculture Department for research on the wheat disease TCK smut; \$212,000—over four years—from the Agriculture Department for curriculum development on preventing damage caused by animals.

Vermont State College System, \$400,000 from the Agriculture Department for a job-education and learning center.

Virginia Polytechnic Institute and State University, \$2-million—to be shared with four other universities and a private research institute—from the Education Department for technical assistance at the National Center for Research on Vocational Education; \$412,000—to be shared with 11 other universities—from the Agriculture Department for a barley gene-mapping project; \$25,000 from the Agriculture Department for research on pecan-root disease.

Wake Forest University, \$1,825-million from the Agriculture Department for the medical school.

Washington State University, \$3,657-million—to be shared with 22 other universities—from the Agriculture Department for urban-gardening programs; \$2,865-million from the Agriculture Department for an animal-disease biotechnology facility; \$1,435-million—to be shared with eight other universities—from the Agriculture Department for research on potatoes; \$980,000—to be shared with two other universities—from the Agriculture Department for water-quality research; \$800,000—to be shared with the University of Washington

ton—from the Agriculture Department for research on the competitiveness of agricultural products; \$667,000 from the Agriculture Department for pest control research; \$437,000—to be shared with four other universities—from the Agriculture Department for research on wheat aphids; \$412,000—to be shared with 11 other universities—from the Agriculture Department for a barley gene-mapping project; \$387,000—to be shared with the University of Idaho—from the Agriculture Department for cotton-seed research; \$250,000—to be shared with four other universities—from the Agriculture Department for research on the wheat disease TCK smut; \$187,000—to be shared with two other universities—from the Agriculture Department for small-fruit research.

Washington University, \$2,865-million—to be shared with 17 other universities—from the Agriculture Department for the Midwest Plant Biotechnology Consortium.

Western Michigan University, \$1.1 million from the Environmental Protection Agency for a research project to recycle office waste.

West Virginia University, \$25.5 million from the Health and Human Services Department for equipment and construction and renovation of facilities for the Centers for Disease Control; \$10-million from the National Aeronautics and Space Administration for an independent validation-and-verification facility for computer software; \$1,975-million from the Energy Department for the National Research Center for Coal and Energy; \$1.5-million from the Environmental Protection Agency for the National Center for Alternative Transportation Fuels; \$1-million from the Environmental Protection Agency for the Small Flows Clearinghouse; \$1-million from the Department of Transportation for the Constructed Facilities Center; \$750,000 from the Agriculture Department for Appalachian hardwoods research; \$494,000 from the National Park Service for the Institute for the History of Technology and Industrial Archaeology; \$247,000 from the Forest Service for testing of timber-bridge designs.

Wheeling Jesuit College, \$13.5 million from the National Aeronautics and Space Administration to build, equip, and integrate facilities related to the National Technology Transfer Center; \$6-million from the National Aeronautics and Space Administration to continue building, equipping, and integrating a "classroom of the future"; \$2-million—beyond the scope of an existing award—from the National Aeronautics and Space Administration for AdNET; \$1.5-million from the National Aeronautics and Space Administration for the program on the "classroom of the future."

White State University, \$1,424-million from the Federal Aviation Administration to advance aviation-safety research at the National Institute for Aviation Research.

William Paterson College, \$300,000—to be shared with 28 other colleges and the Philadelphia Academy of Natural Sciences—from the U.S. Coast Guard for the New Jersey Marine Sciences Consortium to develop educational materials on fishing-vessel safety.

Worcester Polytechnic Institute, \$1.5-million—to be shared with four other universities and two research centers—from the Small Business Administration for a shared incubator facility and a science and business center; \$537,000—to be shared with seven other universities and two research centers—from the Agriculture Department for biotechnology research.

Worcester State College, \$1.5 million—to be shared with four other universities and two research centers—from the Small Business Administration for a shared incubator facility and a science and business center; \$537,000—to be shared with seven other universities and two research centers—from the Agriculture Department for biotechnology research.

Xavier University of Louisiana, \$4-million—to be shared with seven other universities—from the Environmental Protection Agency for the Association of Minority Health Professions Schools to study the toxicity of certain chemicals.

## Government & Politics

The treasurer at the University of Colorado has been stripped of his responsibility for managing university investments following conflict-of-interest charges.

The university's Board of Regents made the move after questions arose about investments made by the treasurer, John Stroup. Mr. Stroup invested \$48-million of the university's money in a fund directed by Stephen D. Wymer, a money manager in California. Mr. Stroup later signed a contract to be an adviser for another fund directed by Mr. Wymer.

A year after Mr. Stroup invested the money, the Securities and Exchange Commission accused Mr. Wymer of fraud, obstruction of justice, and other charges. Prosecutors say Mr. Wymer defrauded his clients of \$113-million. Mr. Wymer has pleaded not guilty to the charges.

The university has recovered the original investment, a spokesman said.

While the university completes its investigation, Glenn Stine, the university's vice-president for budget and finance, is managing its investments. Mr. Stroup remains in his job.

People who rent the new videotape of "Boyz n the Hood" are in for a surprise: Before the movie begins, viewers are asked to give money to the United Negro College Fund.

The idea for the spot came from John Singleton, who wrote and directed the movie; Columbia Pictures, which released it; and the Coca-Cola Company. The UNCF had asked Mr. Singleton to help raise money for its 41 private, historically black colleges. Set in South Central Los Angeles, "Boyz" tells the story of a divorced father trying to keep his son out of gang and drug warfare.

In the spot, Mr. Singleton explains how education can help people escape the violence of the streets. Viewers then are asked to call a 900 number to make a \$10 donation to the fund. Since the video's release last month, the UNCF has collected about \$10,000.

"The movie shows that education is a route out of despair," a UNCF spokeswoman said. "And we thought that was a positive message."

Other celebrities are giving the UNCF's fund-raising efforts a lift. The singer Prince plans to donate all of the proceeds of his newest single, "Money Don't Matter 2 Night" to the fund. And the singers George Michael and Elton John will be turning over profits from their single, "Don't Let the Sun Go Down on Me."

Yoko Ono has also promised to give the UNCF \$800,000 of the royalties that Nike Inc. is paying for use of the song "Instant Karma." The song, written by John Lennon, who was married to Ms. Ono, is featured in a commercial for Nike athletic shoes.

## Business & Philanthropy

### Universities Rethink Their Investments as Recession Slows Endowment Earnings

Some draw on principal to meet campus needs

By JULIE L. NICKLIN

The slowdown in endowment earnings is forcing many colleges and universities to rethink how best to invest their money and how much of their earnings to spend.

Some colleges, wary of losses, are becoming more conservative investors, while others are continuing to pour money into potentially profitable but risky investments in foreign stocks, venture capital, and real estate. At the same time, pressure is mounting on some campuses—particularly those with budget deficits or severe building problems—to use more of the endowment to get the institution through a rough spell.

Either way, the reason for the changes is clear: The 1990's are proving to be a harsh economic climate compared with the heyday of the 1980's.

#### No More Double-Digit Returns

During the last decade, many college and university endowments rode the crest of a booming stock and real-estate market, growing by an average of 13 per cent each year. But over the past two years, many institutions have seen those double-digit returns dwindle. In a few cases, endowments have actually lost money from one year to the next. For example:

■ Harvard University saw earnings on its nearly \$5-billion endowment drop to a mere 1.1 per cent in 1991.

■ The Ohio State University watched the 10.3-per-cent return on its \$322-million endowment in 1990 drop to 6.8 per cent in 1991.

■ Yale University's 13.1-per-cent return on its nearly \$2.6-billion endowment in 1990 declined to 2 per cent in 1991.

■ Wheaton College in Illinois earned slightly more than 7 per cent on its \$84.9-million endowment in each of the past two years, after earning more than 10 per cent in 1989.

The slowdown in endowment earnings has come at the same time that other sources of money are lagging. Many colleges are limiting tuition increases while federal money for research is decreasing or remaining flat. Along with private gifts, endowment earnings are among the only potential growth areas for college revenue.

That puts colleges in a bind: They can either spend less of their endowment earnings—and end up cutting faculty positions or academic programs—or they can spend more, which could diminish the endowment's future value.

"It's very easy to increase that revenue flow with the stroke of a pen," says David K. Storrs, executive vice-president of the Common Fund, which manages the investments of 600 colleges and universities. "But that's a tough situation to deal with."

Over the years, most colleges have invested in domestic stocks and bonds, certificates of deposit, and money-market accounts. Such traditional investments are



Richard R. Spies, Princeton's vice-president for finance: "We are investing in the physical capital of the facility. And that can have returns over time."

considered relatively safe. A few of the wealthiest universities—such as Harvard, Yale, and Stanford Universities—ventured into areas considered too risky by other colleges and universities. They pumped money into venture-capital funds, entered commercial-property ventures, bought stock in companies located overseas, and bought land expected to produce revenues from oil and gas.

No matter which strategy was used, most colleges prospered during much of the 1980's. According to the National Association of College and University Business Officers, colleges earned an average of 13.4 per cent on their investments in the 1980's. But the recession has brought those favorable returns to a halt. In 1990, the average return dropped to 9.7 per cent. Last year, the figure dipped to 7.2 per cent.


Some college officials are not alarmed at the performance of their endowments in the last two years, saying that they manage investments for the long term. Year-to-year fluctuations, they say, are generally not cause for concern.

Nevertheless, colleges are trying several different strategies to enhance endowment earnings.

#### Some Keep Traditional Approaches

Some have decided to stay clear of riskier investments and stick with traditional approaches. Others are maintaining high-risk investments, including those in bankrupt businesses, failing banks, and leveraged buyouts. Some colleges with endowments in the \$50-million to \$300-million range are cautiously following in the foot-

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## Earnings Decline Prompts Universities to Rethink Investment Strategies

*Continued From Preceding Page*  
steps of larger institutions that have pursued more non-traditional investments.

Most college investment officials say they will keep most of their funds in domestic stocks and bonds. But in most cases, "diversification" is the buzz word for colleges that are trying to build their endowments.

College financial officers say that spreading money around will let profitable investments offset any that might prove unprofitable in a given year.

"It's the 'Don't put all your eggs in one basket' mentality," says the Common Fund's Mr. Storrs.

"Colleges are becoming more and more sophisticated in investing."

Many business officers, however, say colleges are moving cautiously into new investment areas because, so far, they haven't seen the wealthiest institutions with diversified endowments fare any better than they have in the recession.

### Risky Venture-Capital Efforts

Says Scott C. Malpass, investment officer of the University of Notre Dame: "It's important that colleges stick to the basics and not take their eye off the ball. We must learn from those ahead of us."

The University of Rochester has paid the price of putting too much

of its endowment into high-risk investments. By the mid-1980's, Rochester had about 75 per cent of its endowment in venture-capital investments and in small-capitalization stocks. Venture-capital efforts are risky and potentially profitable investments in promising young companies that are short of funds. Small-capitalization stocks are offered by young companies that are selling their stock publicly for the first time.

For a while the strategy worked. In 1983 Rochester's endowment reached an all-time high of \$665-million, an increase of more than 50 per cent over 1982. But the investments did not stay profitable—one

of the reasons the overall value of the endowment decreased. In 1984 Rochester's endowment was the 8th-largest in the nation. By 1991 it was the 20th-largest, at \$578-million.

### Rochester Diversifies

Rochester has slowly changed to a more traditional portfolio. It now has about 40 per cent of its endowment in domestic and foreign stocks, 43 per cent in bonds, 14 per cent in cash investments, and 3 per cent in oil royalties. Within those categories, Rochester is further diversifying by putting limited amounts in venture-capital and leveraged-buyout funds. Last sum-

mer, Rochester also allocated a small amount—\$3-million, less than 1 per cent of its endowment—to real estate.

"It should be a highly diversified portfolio," says Richard W. Greene, Rochester's executive vice-president and treasurer. "One can never be sure where the best highest returns will come."

Officials at the Ohio State University agree. For years, it has had about 45 to 50 per cent of its \$351-million endowment in stocks. Even though Ohio State officials blame a sluggish stock market for last year's drop in investment returns, they plan to put 60 per cent in stocks, 25 per cent in bonds, and 15 per cent in real estate.

"We feel that equities over the last 60 or 70 years have been the best long-term investment to be in," says Alvin C. Rodack, Ohio State's associate treasurer. "We try not to get upset if we have a bad year."

### Real-Estate Opportunities

Some institutions, however, don't worry about keeping big amounts of money in high-risk investments. Harvard was among the first universities to pump money into real estate, venture capital, and oil and gas.

The university seeks to keep about 40 per cent of its portfolio in domestic stocks, 18 per cent in foreign stocks, 7 per cent in real estate, 12 per cent in venture capital, 6 per cent in oil, gas, and mining, 1 per cent in domestic bonds, 1 per cent in foreign bonds, 2 per cent in distressed securities, and 3 per cent in cash investments. (Harvard maintains a negative balance in its cash investments by holding futures contracts or by lending securities.)

In the past year, the sluggish economy forced Harvard to write down the value of investments in real estate and oil and gas by as much as \$200-million. Yet, financial officers don't plan to pull Harvard's money out of those areas and they are actually watching out for new real-estate investments while prices are low.

At the same time, Harvard stands to benefit from a high-risk investment it made four years ago. Harvard would earn \$47-million in a proposed merger goes through between the Banc One Corporation, which owns the second-largest bank in Texas, and Team Bank, the state's fifth-largest bank. In 1987 Harvard paid a total of about \$30 million for 900,000 Team Bank shares, valued at about \$30 each. A share is now valued at \$82, putting the value of the university's investment at roughly \$74-million.

### International Stocks Favored

At small and medium-sized colleges, meanwhile, international stocks seem to be one of the fastest-growing and most-popular investments. The Common Fund created an international fund in 1983. In the last two years, the number of colleges participating in it has grown from 103 to 150.

To increase endowment returns, Wheaton last year put \$5-million, or 6 per cent, of its endowment into international stocks. In the 12 months since buying the stocks, Wheaton has seen a 14-per-cent return on the investment. "That was

a good move for us," says Kenneth C. Larson, the college's associate investment manager.

Like Wheaton, Berea College is looking for new opportunities to position its \$300-million endowment for the 1990's. Over the next few years, officials plan to put about \$2-million a year into real estate. They are also thinking about increasing the almost \$3-million Berea already has invested in bankrupt companies.

"We hope to provide some additional return beyond what the market is bringing us," says Leigh A. Jones, Berea's vice-president for business and finance. "We really need to lengthen our time horizons. We spend too much time worrying about the day-to-day returns."

Balancing the future growth of endowments with current fiscal needs, however, has become more difficult for some investment managers.

### Setting the 'Spending Rate'

Most institutions put a portion of each year's endowment earnings into the operating budget, and the remainder is reinvested to help the endowment grow. Many institutions seek to keep their "spending rate" each year at around 3 or 4 per cent of the market value of the endowment. Although the 1991 NAACUO endowment survey indicates that the average spending rate is about 4.5 per cent, some business officers think most institutions spend more than that now.

Many colleges try to avoid spending more than 3 or 4 per cent because less money is then available to reinvest in the endowment. Princeton officials counter critics who contend that the university will be shortchanged in the long run if it increases endowment spending now. "We're balancing our investments rather than borrowing from the future," says Richard R. Spies, Princeton's vice-president for finance and administration. "To look at just the endowment is too narrow a look. We are investing in the physical capital of the facility. And that can have returns over time."

But some are weighing spending more of the endowment for special needs or to avoid cutbacks in academic programs.

From 1990 to 1991, Wheaton's endowment dropped from \$86.9-million to \$84.9-million, largely because officials pulled out \$4.6-million to help cover the costs of building a new dining hall and renovating a classroom and administration building.

"There's a tension between looking toward the future and saying we have a program we need to support now," says Wheaton's Mr. Larson. "The reality is that we really needed a new facility, and a building needed renovating."

### 'Balancing Our Investments'

Other universities have decided to increase endowment spending gradually. Princeton University plans to raise its 4.25-per-cent spending rate on its \$2.6-billion endowment to 4.75 per cent in 1993. The increase will free up about \$8-million annually. Officials plan to use the money for deferred maintenance, laboratory renovations, new equipment, and other needs.

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## Many Colleges Believe the Slump in Real Estate Will Be Temporary

Many colleges and universities eagerly became real-estate investors during the 1980's, developing office buildings, shopping centers, hotels, and residential properties. For a while the money rolled in.

But in many parts of the country, property values have plummeted during the recession. Some colleges have been forced to write down the value of their real-estate holdings, pulling down the value of their endowments. Others have found themselves stuck with property they want to get rid of but hesitate to sell in a depressed market.

Many college-endowment managers, however, say the drop in real-estate values is only temporary. Some investors, predicting better days ahead, are already looking for new properties.

### 'A Double Whammy'

"A mix of the recession and the credit crunch—those two factors combined—have put a double whammy on real-estate values," says Tom D. McCarthy, vice-president and portfolio manager for JMA Institutional Realty Corporation, in Chicago. JMA manages four real-estate funds in which 44 colleges invest. The funds, which include investments in office buildings, shopping centers, and warehouses, range in value from \$46-million to \$235-million.

In 1991, JMA wrote down the values of the funds by amounts ranging from 5.5 per cent to 20 per cent.

The year before, JMA had written down the value of three of the funds by as much as 13 per cent.

Harvard University, one of the largest individual real-estate investors, seeks to have about 7 per cent of its \$4.7-billion endowment in office buildings, residential properties, hotels, and industrial facilities across the country. Last year, Harvard wrote down the value of its holdings by roughly \$100-million, dropping the value of the investments to about \$223-million.

"We had hoped they would all be great successes," says Jack R. Meyer, president of Harvard Management Company. "In this environment, it's hard to maintain that valuation. It's a tough market in real estate."

Over the past eight years, Emory University has put a portion of its \$1.5-billion endowment into real estate. Officials last year wrote down the value of the investments from \$30-million to \$18-million.

"I'm just glad we don't have any more invested in it than that," says John L. Temple, Emory's executive vice-president.

George Washington University owns several buildings a few blocks from the White House—investments that represent about 40 per cent of its endowment of approximately \$300-million. The buildings are leased as offices, shops, and restaurants.

From 1982 to 1988, returns on those investments catapulted the

university's \$81-million endowment to \$252-million, putting it among the nation's top 40 endowments. The endowment now ranks at number 47. Although the university has not written down the value of its investments, it has seen earnings on the ventures stagnate.

"It does have an impact," says Louis H. Katz, the university's vice-president and treasurer. "But it's turned out to be a good investment even though it's not growing as rapidly as it has in the past."

### Looking for Good Deals

Even when colleges don't pay anything for their holdings—when someone gives them property—problems can arise. Over the years, Wheaton College in Illinois has received gifts of ranch property, office buildings, and homes. Valued at \$3.5-million, the real estate represents about 4 per cent of Wheaton's \$85-million endowment. But Wheaton has delayed plans to sell some property. "We just don't like to sell in the midst of a real-estate recession," says Kenneth C. Larson, Wheaton's associate investment manager.

On the other hand, some colleges are hoping to snag deals at low prices, figuring that values will bounce back. Vanderbilt University has about 4 per cent of its \$613.2-million endowment in real estate. Despite writing down the value of those investments by about \$4-million, officials want to buy more.

"There's a chance you can really make good," says William T. Spitz, Vanderbilt's treasurer. "Disaster creates opportunity."

—JULIE L. NICKLIN

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## Stanford Bookstore Said to Have Lost \$2-Million on Investments in Stocks

PALO ALTO, CAL. — Investigators are examining allegations that the Stanford University bookstore lost nearly \$2-million in the stock market last year while its managers received \$100,000 salaries and had the use of a vacation home.

The investments are the latest in a series of controversial disclosures about the store, a non-profit corporation independent of the university.

The store's practices are under scrutiny by the California Attorney General, who is looking at whether its compensation packages violate

laws governing non-profit organizations. According to a report in *The Stanford Daily*, senior bookstore employees received salaries of \$100,000 or more and had the use of a vacation home, motor home, sailboat, and luxury cars.

### 'Rather Speculative'

In another report last month, *The Daily* said the bookstore's controller had invested several million dollars of the store's reserve funds in what a member of the store's board of directors characterized as "rather speculative" stocks. The controller, Patrick McDonald, al-

legedly made the investments without the knowledge of store managers or its board of directors, according to the report.

As of June 30, 1990, the bookstore held close to \$5-million in marketable securities, the paper said. After Mr. McDonald resigned in September of that year, the store began selling off all but \$537,000 of the securities, taking a \$1.8-million loss. The loss represents about one-tenth of the store's total assets.

As part of its investigation, the Attorney General's office will examine whether the store complied with state laws that permit non-profit organizations to invest funds in the stock market but say that they should "avoid speculation."

—LIZ MCILLEN

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**College of Mount Saint Vincent**. For support of program: \$450,000 from the estate of Marion V. Goeppert Baker.  
**College of William and Mary**. For scholarships on the school of business administration: \$100,000 from Andersen Consulting.

**Davidson College**. For a professorship in mathematics and the physical sciences: \$1-million from Tecton Inc.  
—For a professorship: \$1-million from E. Edwin Muldrey, II, and Nancy Muldrey.

**DePaul University**. For support of programs: computer equipment valued at \$355,700 from the Computer Systems Division of Harris Corporation.  
**Eastern Virginia Medical School**. For professorship in surgery: \$600,000 from the estate of Edward J. Brinkhorne.

**Iowa State University**. For the college of engineering: computer equipment valued at \$4-million from Edward McClellan and Silicon Graphics Inc.  
—For a professorship in civil engineering and for scholarships: \$750,000 from W. do and Catherine Wegner.

**For the computer-science department and the department of electrical and computer engineering**: \$525,000 from Hewlett-Packard Company.  
**John Carroll University**. For biology and chemistry programs: scientific equipment valued at \$300,000 from Van Vleet and Rogers Inc.

**Loyola University (La.)**. For support of programs: \$500,000 from Rosa and Charles Keller, Jr.  
**Paul Smith's College of Arts and Sciences**. For hospitality-education program: \$175,000 from Marriott Education Services Inc.

**Pennsylvania State University**. For fellowships in the college of business administration: \$100,000 from Jeffrey M. and Barbara Picower.

**Rocky Mountain College**. For merit scholarships for incoming students from Montana high schools: \$500,000 from Edward A. Spidel.

**University of California at Davis**. For programs of student assistance: \$1-million from the estate of Hubert Waldman.  
—For fellowships in the College of Agricultural and Environmental Sciences and research in the Division of Biological Sciences: \$1.47-million from the estate of John F. Steindler.

**For fellowships and other programs in the biological sciences**: \$100,000 from Henrietta Holhaender.

**University of Idaho**. For scholarships and support of other programs: \$1-million from the estates of Jack and Frances Morgan.

**University of Kansas**. For athletic scholarships: \$100,000 from Ed and Betty Carter.  
—For scholarships in microbiology: \$195,000 from Howard J. and Beth Koonce.

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**University of North Carolina at Chapel Hill**. For the school of dentistry: \$2-million from E. B. and Linda Tarrson.  
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## Students

### Colleges Are Trying Ways to Enhance Academic Advising

Students and administrators say discussing goals can be fruitful

By SUSAN DODGE

Responding to complaints about the poor quality of academic advising, some colleges and universities are trying new ways to help students plot their academic careers.

By taking such steps, administrators hope not only to improve student recruitment and retention, but also to enhance the image of advising.

Many undergraduates, particularly at large institutions, say that most professors do not spend enough time helping them design their course schedules or cope with the demands of college life. In some cases, advisers simply sign a form after students have picked out their courses. In others, faculty members who are designated as advisers have little expertise in helping students make their way through a plethora of courses.

### 'Outdated Methodology'

"Many schools are locked into an outdated methodology of advising," says Katharine Antommarrina, associate dean of the College of Arts and Sciences at Valparaiso University and a member of the National Academic Advising Association. "Advisers just wait for the students to come in for appointments. The students say 'I want these courses,' and the adviser fills in the prescription blank. There is no effort to go beyond that."



Vivian Nix-Early of West Chester U.: "This moves advising away from scheduling. The student learns about him or herself as part of a partnership with a faculty member."

Students and administrators say that advising can be crucial to an undergraduate's academic success because faculty members and professional advisers can provide the kinds of detailed information about courses and professors that are not found

in course catalogues. When students are left to fend for themselves, administrators say, they sometimes put off taking important or required courses, making it difficult to meet graduation requirements within four years, much less fit in interesting electives or a semester abroad. Advisers can help students avoid those pitfalls.

"Advisers can really improve students' satisfaction with their education by helping them to recognize their own skills and limitations and by guiding them toward good self-assessment in their personal and career goals," says Tom Grites, director of academic advising at Stockton State College.

At some institutions, faculty members serve as advisers, while at others advising is the job of professionally trained administrators. Some institutions use a combination of faculty members and professional advisers.

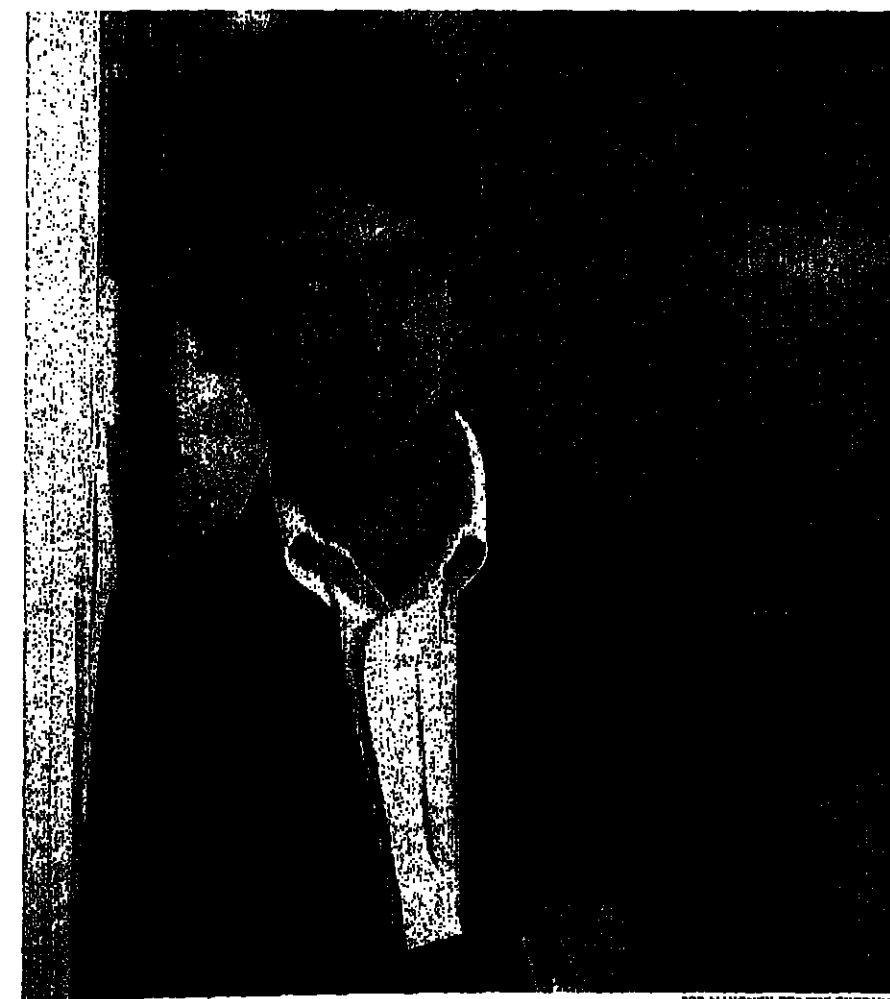
### Institutions Offer Rewards

The changes institutions have made in academic advising involve increased contact between students and advisers. Rather than simply telling a student whether courses meet graduation requirements and signing a slip of paper, advisers take time to talk to students about their strengths and weaknesses, as well as their career goals.

Some institutions offer rewards to faculty members who spend time advising students.

"This moves advising away from scheduling," says Vivian Nix-Early, interim associate provost at West Chester University. "You see students throughout their careers and not just at times when they have to sign up for classes. The student learns about him or herself as part of a partnership."

Continued on Following Page



Joe Shields, a junior at Syracuse U.: "Much of the quality academic advising and the personal contacts seem to come early on, and then fizzle."



## Colleges Try New Approaches to Academic Advising

*Continued From Preceding Page*  
ship with a faculty member, instead of in a traditional doctor-patient model where they come in saying, "O.K., tell me what to do."

### Talking About Their Lives

Some students say that talking to advisers about their lives has helped them juggle personal and academic problems. Vickie Jones, a junior at Columbia College in Chicago, says her advisers helped her during the past two years as she went through a divorce and a child-custody dispute and tried to cope with the death of her father.

Ms. Jones says: "They helped

me figure out when to stick it out, and when to take time off and make up classes later."

Following are some examples of recent efforts to improve academic advising:

■ Last fall, in response to students' demands, the University of Texas at Austin opened an Undergraduate Advising Center in the undergraduate library. Four full-time professional advisers and eight students working as part-time peer advisers make up the staff. The advisers work primarily with students who have not yet declared academic majors. Before the center was opened, students who had not decided on a major were as-

signed to advisers in various colleges at the university. But after the students declared a major, they had to change advisers. If they changed their major, they had to switch again. Students often complained of the lack of continuity and of the long lines for scheduled appointments.

■ Officials at the University of Alabama at Birmingham started an advising program in 1989 for freshmen and sophomores who are undecided about an academic major. A staff of three professional advisers monitors students' academic progress through a computerized tracking system that lets advisers send students regular letters about

counseling appointments and academic progress.

■ At West Chester University, the Academic Advising Center has four full-time and five part-time faculty advisers who write letters to new students before they arrive on the campus. Once students are enrolled, faculty members send them birthday and holiday cards and letters congratulating them on academic achievements. If a student misses a scheduled appointment with an adviser, the adviser posts a "wanted" poster near dormitory cafeterias that includes the student's picture.

■ Students at the Ohio State University who do not have the grade-point average needed to major in their field of choice can participate in the institution's alterna-

tive advising program. Students who are turned away from the School of Business, for example, can receive counseling from advisers in the alternative program or other majors they might consider that use business skills but are offered through other departments.

In addition to efforts by institutions, the National Academic Advising Association sponsors a program that provides consultants who can do a complete review of an institution's advising program or simply visit for a day to give advisers tips on how to reach out to students. The cost is \$250 a day. Ms. Antommarrina, the Valparaiso University dean who is also chair of the consultants' program, says students look for three things in academic advising: accurate information, ease in meeting with an adviser, and a personal relationship with the adviser.

To show that they believe advising is important, colleges should tell faculty members, as part of their contracts, that advising is necessary for promotion and tenure, says Ms. Antommarrina. Most institutions don't do that, she adds.

### Deciding on a Career

Students say they look for more contact with advisers during their junior and senior years, when they typically are choosing from a wide array of courses and trying to decide on a career. But undergraduates say that their contact with advisers often dwindles after their first year or two.

"Advisers seem to have a limited interest in affecting students' lives when they first arrive, but afterwards, much of the glitz and glory is gone," says Joe Shields, junior at Syracuse University and president of the Student Government Association. "Much of the quality academic advising and the personal contacts seem to come early on, and then fizzle."

Many advisers agree that they need to continue to track the progress of upperclassmen and to work harder to give special attention to returning, adult students and students from minority groups.

Indeed, many institutions have formed programs to provide academic advice to those groups. At Eastern Michigan University, for example, a mentor program started in 1987 is geared toward improving the retention and performance of minority students.

The students meet three times a month with faculty mentors to talk about how they can improve their grades.

They also listen to speakers and attend workshops on such topics as critical thinking and avoiding procrastination. About 78 per cent of students in the program improved their grade-point average from the fall semester to the spring semester of 1991, university officials say.

Advisers say that when things go well, advising can have a striking impact on the path students choose to follow academically.

"When they come in they're often anxious, and down on themselves," says Virginia Gordon, director of the alternative advising program at the Ohio State University. "But after we show them some of the areas that fit their interests, they're like different people."

Students

The reform movement now gripping the rest of college sports is getting off to a slow start in the association that oversees community-college athletics.

In the last few years, the National Collegiate Athletic Association's presidents' commission has mastered that association's governance process and won passage of a series of academic and financial reforms. In the National Association of Intercollegiate Athletics, the presidents' council last year became the group's primary governing body.

At its annual meeting this month, the delegates' assembly of the National Junior College Athletic Association deferred action on a set of proposals designed to cut season lengths and scholarships.

The proposals, which were developed by a special committee of three presidents and had the backing of many presidents and of the NCAA's top officials. But the group's regional decision-making structure is dominated by athletics directors and coaches, and their opposition at the annual assembly persuaded the presidents to table the proposals.

"We knew when it came to the floor that we would not be able to get the votes for the total package," said Mark Hopkins, president of Anderson College.

Mr. Hopkins, the chairman of the presidents' panel, said the NCAA absolutely must cut time demands on athletes and reduce costs. While the NCAA limits the season lengths in all of its sports to 22 weeks, he said, many NCAA sports have 26- or 30-week seasons.

And while the NCAA has voted to cut basketball scholarships to 13 from 15, and baseball scholarships to 11.7 from 13, the NCAA permits its colleges to offer 24 scholarships in basketball and 36 in baseball.

"We have students who are more academically at risk than the NCAA schools have, because of the basic nature of our institutions," Mr. Hopkins said. "If the NCAA is moving to protect their athletes academically, we should do as much or more."

While some presidents expressed disappointment at the deferral of the reform proposals, they also seemed confident of progress in the future.

"I don't think presidents want to take over any organization," said John J. Swalec, Jr., president of Waubesa Community College. "There's been a strong effort by presidents to influence athletic programs to be more sensitive to the academic needs of students, and that's the direction we're going in."

Mr. Hopkins sought to put the NCAA's fledgling reform effort in historical perspective. "It has taken the NCAA eight or nine years to get its reform movement in gear," Mr. Hopkins said, dating that movement to the 1984 creation of the NCAA's presidents' commission. "We're right at a year in our process."

## Athletics

### NCAA Officials Try to Counter Charges of Sex Bias in Sports

College group's director insists it has begun acting on gender gap

WASHINGTON

As advocates for women and several members of a House panel decried the inequitable treatment of female athletes and coaches, National Collegiate Athletic Association officials insisted at a hearing last week that they have begun to address the problem.

The hearing, the fourth held by the House Subcommittee on Commerce, Consumer Protection, and Competitiveness since last June, sought to gauge the extent to which college sports programs now comply with Title IX of the Education Amendments of 1972, the federal law barring sex discrimination at institutions receiving federal aid.

### 'We Would Be Outraged'

The verdict of women's sports proponents was clear: They don't. Armed with recent NCAA and General Accounting Office studies reflecting large gender gaps in participation rates, scholarship spending, and coaches' compensation, the advocates and the panel's chairwoman, Rep. Cardiss Collins, complained that colleges, the NCAA, and the Education Department's Office for Civil Rights had failed to protect the rights of female athletes and coaches.

"For too many years, schools have been spending more effort to find excuses not to comply with Title IX than to find ways to implement the law," said Representative Collins, an Illinois Democrat.

Noting the NCAA study's finding that men receive more than two-thirds of athletic-scholarship money and three-quarters of sports operating expenditures, she added: "If schools had special programs for male scientists, or if they designated two-thirds of their academic scholarships for men, we would be outraged. We should

*Continued on Following Page*

### SEEKING A STRONGER VOICE

## College Basketball Coaches Push to Regain Control Over the Sport

By DEBRA E. BLUM

MINNEAPOLIS

Amid the cheering of thousands of fans last week at college basketball's biggest event of the year, the Final Four, could be heard the grumbling of many college basketball coaches.

The coaches, who meet each year during the weekend of the finals of the National Collegiate Athletic Association's Division I men's basketball tournament, were frustrated by what they consider a lack of control over their profession. They discussed ways to gain a louder voice in the governance of their sport.

Assistant coaches discussed legal action, black coaches talked about the need to speak out more, and other members of the National Association of Basketball Coaches proposed ways to shape up their organization. About 3,000 NABC members, who are mostly college and high-school basketball coaches, registered for the weekend of meetings, clinics, and exhibits here.

"We want to position ourselves better so we can be heard better," said Jim Harlick, the men's basketball coach at the University of California at Los Angeles and a member of the NABC. "We want to be a real part of the decisions that affect us, our students, and our schools."

### Anger Over Salary Rule

Many of the coaches' complaints focus on the NCAA's 1991 cutbacks in scholarships, season lengths, and the size of coaching staffs. Some basketball coaches were particularly angered by

the cuts because they said the presidents' commission of the NCAA—the driving force behind the cutbacks—had never solicited their opinions or heeded their advice.

A particularly pressing matter for many assistant and part-time coaches is the rules change, scheduled to take effect August 1, that limits the annual salary of one assistant coach on each Division I basketball staff to no more than \$16,000. Although the so-called "restricted-earnings coach" would be considered a part-time employee, many

coaches say it's a full-time job during the season and often through the summer.

As many as 500 assistant and part-time coaches gathered for a special session of the NABC convention. They voted unanimously to support action that may lead to a lawsuit against the NCAA, challenging the limited-in-

come rule. That challenge, a federal class-action suit, might include claims of antitrust violations, interference with contractual rights of employment, and possibly race or age discrimination, said Ken Denzel, a Chicago lawyer who represents the coaches. Some of the affected coaches are members of minority groups or are over 40 years old, he said. A lawsuit could be filed as soon as next month if enough money can be raised to handle legal fees, he added.

At the NCAA meeting in January, the association's Division I-A members voted to accept a proposal drafted by the football coaches to replace their four restricted-earnings coaches with

*Continued on Page A45*

### Michigan State Names New Athletics Director, but Controversy Lingers

By DOUGLAS LEDERMAN

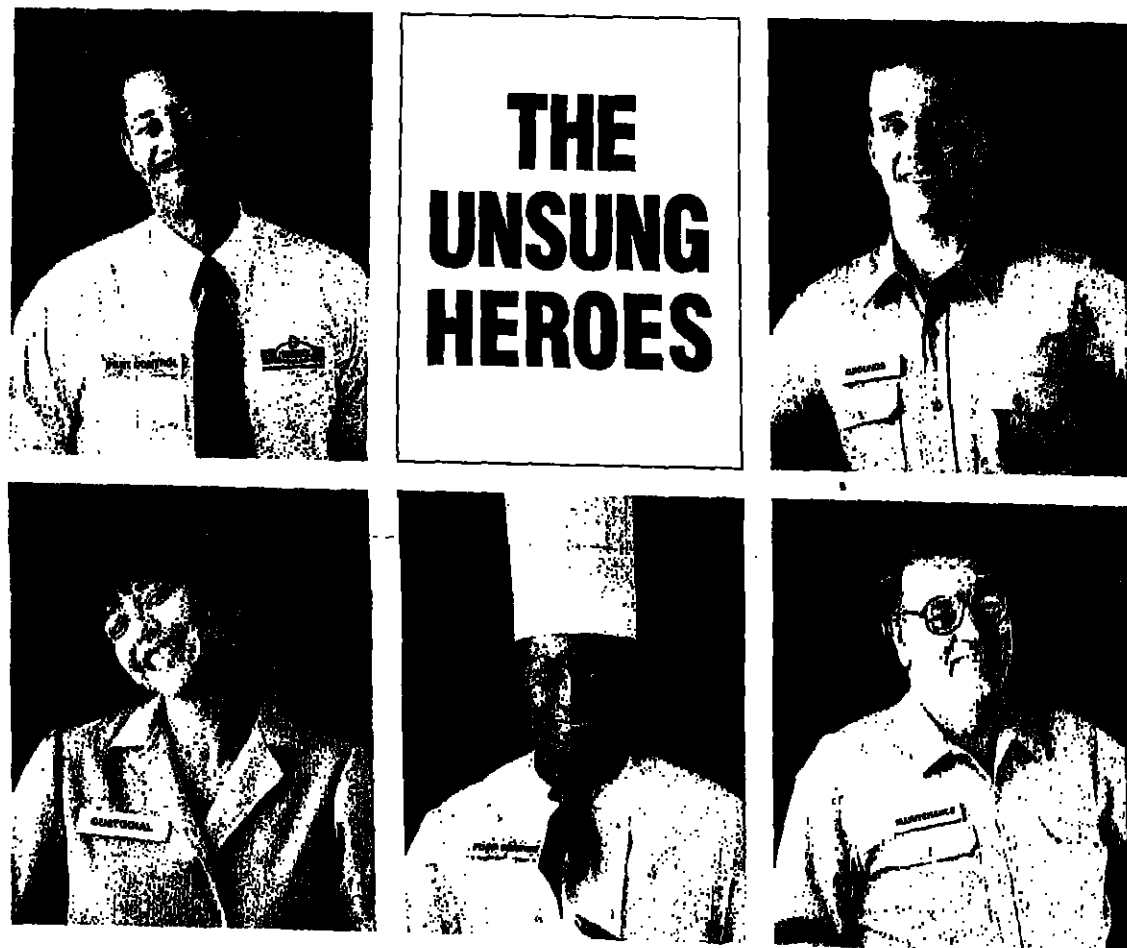
Merrily Dean Baker, Michigan State University's new athletics director, is known as a consensus-builder who can unite disparate elements.

Given the recent feuding in Michigan State's sports program, and the fractious search that resulted in her selection, Ms. Baker will need those fence-mending skills when she starts her new job next month.

If her appointment this month had been announced at most colleges, headlines would have emphasized the fact that Ms. Baker will be only the second woman to run a sports program with a big-time football team. Barbara Hedges, the athletics director at the University of Washington, is the other female director in Division I-A.

But at Michigan State, which since 1990 has been torn apart by the struggle over control of the sports program, Ms. Baker's selection was met by charges of racism and

*Continued on Page A45*



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## NCAA Tells Critics It Is Responding to Complaints About a Gender Gap

Continued From Preceding Page

Richard D. Schultz, who's been the NCAA's executive director for just five years, found himself in the tricky position of having to answer accusations that the association has virtually ignored Title IX since the law was established in 1972.

Most of the NCAA's critics at the hearing applauded Mr. Schultz for taking the issue seriously during his own tenure, and the director sought to capitalize on that good will by stressing the steps now under way within the association to promote gender equity.

Mr. Schultz provided a partial list of the members of a new special panel designed to consider ways in which NCAA institutions can better meet both the legal and "moral" standards of gender equity. The list—which included such vocal women's advocates as Donna Lopiano, executive director of the Women's Sports Foundation, and Ellen Vargyas, senior counsel of the National Women's Law Center—suggests how intent the NCAA is on promoting sex equity, he said.

He also said the NCAA's presidents' commission had decided this month to create its own special panel on gender equity. The presidents had not originally planned to address that subject until 1993 as part of a broader consideration of financial issues, but they have now determined that it must be dealt with sooner, Mr. Schultz said.

"I regard it as vital that the NCAA



Rep. Cardis Collins: "How can you convince us that the NCAA is committed to resolving these problems?"



Richard D. Schultz, NCAA's head: "It is vital that the NCAA take a leadership role in the months and years ahead."

take a leadership role in the months and years ahead," he said.

The women's sports advocates welcomed the NCAA's recent overtures but called them long overdue.

### 'A Long Way to Go'

"The university community must take responsibility for the pervasive sex discrimination in its intercollegiate athletic programs, and it must exercise the leadership to eradicate that discrimination," said Ms. Vargyas of the women's

law center. "It has a long way to go. The few tentative steps which have been taken are a start, but they are not nearly enough."

Ms. Vargyas and other advocates said the colleges were only partly to blame. They also accused the Education Department's civil rights office of having failed to enforce Title IX since the late 1970's. Given ocr's inaction, they said, it is hardly surprising that the colleges have done so little.

"When Title IX was enforced in

the 1970's, there was phenomenal growth in the opportunities for women in sport," said Christine H. B. Grant, director of women's athletics at the University of Iowa. "When Title IX was not enforced in the 1980's, that progress came to a screeching halt."

ocr's top official, Michael L. Williams, complained that he had not been given a chance to testify at last week's hearing. In a letter to Ms. Collins, the Assistant Secretary for Civil Rights defended the

office's record since he took office in 1990, and said he hoped to hold a scheduled second hearing on sex equity next month.

Reproachful as they were at the NCAA's efforts on gender equity compliance, the proponents of women's sports were not Schultz's toughest critics at last week's hearing.

That title fell to Rep. J. McMillen, the Maryland Democrat who frequently threatened to bring the hearing into a one-man show, promote his bill to reorganize NCAA's structure.

Representative McMillen called the NCAA's current campaign to promote gender equity "too little, too late," and said without the passage of Title IX, years ago, "we wouldn't have gender equity whatsoever."

That point, he said, demonstrated the need for his bill, which would give the NCAA control over all television revenues and, in exchange, require it to distribute money to colleges in ways that would reward them for reducing spending on sports and increasing women's sports more equitably.

### 'On the Right Track'

Two Republican members of the panel, Rep. Michael G. Dwyer of Ohio and Rep. Alex McMillen of North Carolina, urged their colleagues on the subcommittee of the NCAA solve its own problems.

"It's apparent to me that the NCAA is on the right track in dealing with the issues of gender equity," said Representative Dwyer.

Throughout the series of hearings on sports issues, Representative Collins has seemed inclined to direct pressure, but not legislation, at the NCAA. This month, for instance, she wrote to the chair of the presidents' commission asking that the panel look closely at the issues of gender equity and minority hiring in sports.

Near the end of last week's hearing, she asked Mr. Schultz: "Can you convince those of us in Congress that the NCAA is committed to resolving these problems?"

Said Mr. Schultz: "Things are moving to deal with these problems. I'm hopeful that you will see progress." —DOUGLAS LEDERMAN

## Suit Accuses Brown U. of Discriminating Against Its Female Athletes

By DEBRA E. BLUM

A sex-discrimination lawsuit against Brown University is the latest salvo in an increasingly intense battle by women's-rights advocates for equality in intercollegiate sports.

The suit, filed last week in federal district court in Rhode Island by nine Brown women, claims that the university has discriminated against women in its athletics programs. It seeks reinstatement of the varsity women's gymnastics

and volleyball teams, which were eliminated last year, and an order requiring the university to provide equal athletics opportunities for women and men.

Robert A. Reichley, Brown's executive vice-president, said he could not comment on the lawsuit because he and other Brown officials had not yet seen it. He said, however, that Brown had provided equal opportunity for men and women in intercollegiate sports.

"We feel we are in compliance,"

he said, referring to federal sex-discrimination laws. "We feel our record is better than most schools in the country, and we are one of the leaders in offering sports opportunities to women."

Mr. Reichley added that Brown did not intend to be forced to make additions to its sports program that it could not afford.

The action against the university came a month after the threat of a similar suit prompted the University of New Hampshire to reinstate its women's tennis team and address other issues of equity in its sports program.

### Response to Threatened Suits

New Hampshire was the third college since 1990 to respond to the threat of a lawsuit by reversing a decision to drop a women's team. In all three cases—the others were at the University of Oklahoma and the College of William and Mary—as well as at Brown, team members claimed the cuts violated Title IX of the Education Amendments of 1972, which requires institutions that receive federal aid to provide equitable treatment to men and women.

Last spring, Brown dropped men's golf, men's water polo, women's gymnastics, and women's volleyball as part of a university-wide budget reduction.

Members of the former women's teams contacted Trial Lawyers for Public Justice, a public-interest law firm in Washington that handled similar cases at New Hamp-

shire, Oklahoma, William and Mary, and Temple University.

According to the lawyers' group, women make up 49 per cent of the undergraduates at Brown, but fewer than 39 per cent of the varsity athletes at the university are women.

The group says that the federal government's interpretation of Title IX requires that the ratio of female to male athletes be substantially equivalent to the ratio of women to men who are students.

—DOUGLAS LEDERMAN

## Vanderbilt's Women's Basketball Program Penalized for Major NCAA Violation

The women's basketball program at Vanderbilt University will forfeit one scholarship next year and provide 10 paid campus visits instead of the usual 15 this year because of a major violation of National Collegiate Athletic Association rules.

The NCAA's Committee on Infractions announced last week that it had accepted penalties that the university previously had imposed on itself.

The Vanderbilt case stemmed from what was originally a minor violation in March 1990, in which the former women's basketball coach, Phil Lee, gave an athlete a ride and a free ticket to a local high-school basketball tournament. Mr. Lee also made contact with a potential recruit at that tournament, another minor violation.

Those breaches would have

been resolved with only a minor penalty, the infractions committee said, if Mr. Lee had not lied about them and persuaded the athlete to do the same.

### Admission by the Coach

In March 1991 the athlete told Vanderbilt officials that she had misled the university's investigators and that Mr. Lee had encouraged her to do so.

Mr. Lee admitted that he had done so and quit as coach that month.

Besides the scholarship and recruiting limitations on Vanderbilt, the infractions committee ruled that Mr. Lee will have to appear before it if he seeks employment in an athletically related position at an NCAA member college within the next three years.

—DOUGLAS LEDERMAN

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## Athletics

## Coaches Vow to Regain Control Over Basketball

Continued From Page A43

one regular assistant coach and two graduate assistants. The basketball coaches offered no such proposal.

James M. Rosborough, an assistant coach at the University of Arizona who is leading the campaign to overturn the restricted-earnings rule for basketball coaches, said the NCAA convention fell right in the middle of the basketball season, and the coaches who might have lobbied for changes were unable to attend. He added that individual basketball coaches and the NABC traditionally have not had a strong voice within the NCAA.

"We feel like we have never had a true advocate for college basketball," Mr. Rosborough said.

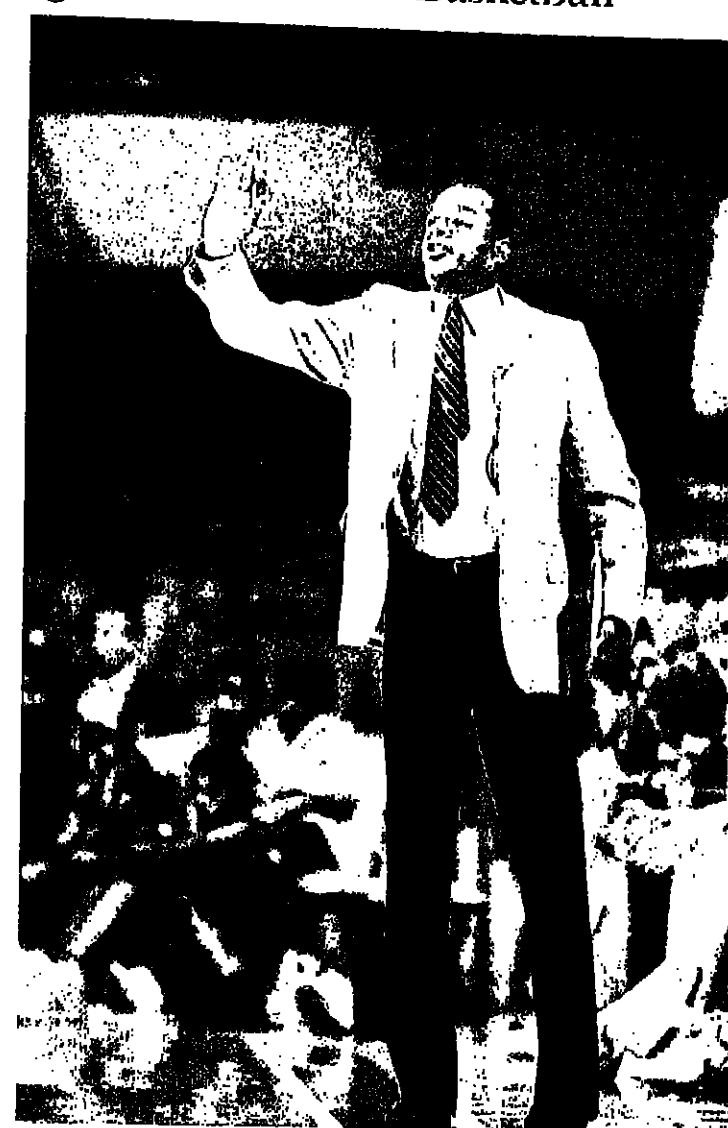
### Disorganized and Weak

Jim Marchiony, a spokesman for the NCAA, said it was premature to respond to the possibility of a lawsuit, but that he hoped the coaches would find another way to address their concerns. He noted that the timing of the NCAA convention should not affect the basketball coaches' lobbying efforts because the important campaigning must be done in the summer, when proposals for rules changes are due.

A growing number of coaches want to restructure the NABC, which has been criticized as disorganized and weak.

At the meeting, NABC members talked about hiring a new high-profile executive director and a full-time staff of three or four people to oversee the 4,400-member organization. They discussed moving the association's Connecticut office to Kansas so it would be nearer to the NCAA, and also said they would consider hiring public-relations and lobbying specialists.

"In the past we have tended to present ourselves as a disunited, complaining bunch, instead of a



George Raveling, the USC men's basketball coach: "We need to get involved in the legislative process."

well-organized group prepared to identify and solve problems," said George Raveling, the men's basketball coach at the University of Southern California and a member of the NABC's Board of Directors.

"The power brokers are the presidents, the Knight Commission, and the NCAA council. We need to

get involved in the legislative process and influence these powers."

Mr. Raveling turned down an offer this month to become the NABC's executive director.

Talk of unionizing, which was first broached last fall, was limited at the meeting. Some coaches said they saw a union as a viable alter-

native and would continue to examine the possibility. But others said the idea would stay aloft only until the coaches' association made its much-needed changes.

Stepping up lobbying efforts and promoting the coaches' positions were the dominant themes at the meeting of the Black Coaches' Association, as well.

### Time to Speak Out

Rudy Washington, the men's basketball coach at Drake University and the NABC's executive director, urged the approximately 200 coaches in attendance to speak out on issues that affect them. He said, for example, he had not heard enough from coaches who ought to be outraged by the NCAA's limited-earnings rule and the elimination of the graduate-assistant coach.

"Ten years ago this meeting would not have taken place because of personal fears about job security and rocking the boat," Mr. Washington said in an interview. "Then we started speaking up and out, but over the last three or four years, people have quieted down again."

John Thompson and John Chaney, the men's basketball coaches at Georgetown and Temple Universities, respectively—two of the elder statesmen of the NABC—lambasted their colleagues for not taking stronger stands.

Mr. Thompson evoked his experience of several years ago when he became a vocal critic of Propositions 42 and 48, two NCAA reforms that changed the academic standards for athletes.

"All of you sat there," he roared. "Not a voice, not a phone call did I get."

Mr. Chaney told the crowd that through silence "we victimize ourselves."

### Seeking the 'Ripple Effect'

Jerry Lloyd, the men's basketball coach at Louisiana Tech University, said that while many coaches

had spoken out, their "voices just don't have the same ripple effect" as did Mr. Thompson's and Mr. Chaney's.

In a related matter, Mr. Washington said that incidents involving a Duke University basketball player and Indiana University's men's basketball coach, Bob Knight, had been unfairly portrayed as racial issues. He urged members of the NABC to be careful not to attach a racial label to general issues of fairness.

In an interview, he said: "Of course we should attack racism if it comes up, but not everything should be looked at in black-white terms."

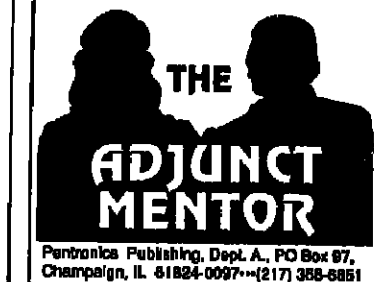
His comments were in response to concerns voiced at the meeting by some black coaches who felt two players involved in separate incidents on the court were treated differently because of their race. They said that Duke's Christian Laettner, who stepped on an opponent's chest during a game last month, and the University of Connecticut's Rod Sellers, who elbowed Mr. Laettner in the head in a game last year, were not punished equally. Mr. Sellers, who is black, was suspended for one game. Mr. Laettner, who is white, was not.

Mr. Washington also dismissed calls by black coaches and civil-rights groups that Mr. Knight be reprimanded for pretending to whip one of his black players.

He defended the Indiana coach's record in dealing with black players and said the incident should be ascribed to the coach's "peculiar sense of humor," not to racism.

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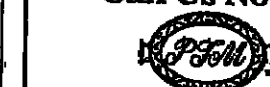
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## Michigan State Names New Athletics Director, but Controversy Lingers

Continued From Page A43

by continuing controversy about the man she replaced, George Perles.

Ms. Baker, an assistant executive director of the National Collegiate Athletic Association, sought to look ahead rather than back. "I am well aware that this decision has not been easily achieved, and that there was a significant amount of pain involved," she said after the trustees approved her appointment. "But today is the beginning of the future, and we must move forward together."

The search for a new athletics director, which was overseen by Provost David Scott and conducted by a consultant, Sports Resources Inc., also provided its share of drama and hard feelings.

### Drama and Hard Feelings

Michigan State officials hope that Ms. Baker's appointment will help bring an end to more than two years of skirmishing over the top athletics job. The university's trustees gave the position to Mr. Perles, the Spartan football coach, in January 1990, despite the strenuous objections of President John DiBiaggio. Mr. DiBiaggio believed the two jobs should remain separate and protested that the trustees, moving quickly to keep Mr. Perles from accepting a job in professional football, had ig-

nored the institution's hiring guidelines.

Mr. Perles served in the position on an interim basis from July 1990 until last December, when a reconstituted Board of Trustees voted to separate the two jobs. At that time, the board also declined to give Mr. DiBiaggio the full authority over athletics hiring that he had requested.

The search for a new athletics director, which was overseen by Provost David Scott and conducted by a consultant, Sports Resources Inc., also provided its share of drama and hard feelings.

The search committee did not include Mr. Perles among its final eight choices, which angered him. He vowed to "reveal the facts" about his treatment when he interviewed the finalists.

### Choice Called Racist

The six finalists, which the panel did not list in order of preference, included two black men, two white women, and two white men. One of the black men, Clarence Underwood, is an associate athletics director at Michigan State who had been favored by many members of

the university's black community and by Mr. Perles.

When Mr. Scott selected Ms. Baker, two trustees and many black leaders at Michigan State called the choice racist. Joel Ferguson, a trustee who had been Mr. Perles's most vocal supporter during his clash with Mr. DiBiaggio, said at the trustee meeting: "We've paid our dues, but I guess we can't get in the big house yet."

Representatives of black-student and black-faculty groups were much harsher in their assessment, insisting that Mr. Underwood was the best-qualified candidate. Said Gloria Smith, professor of counseling, educational psychology, and special education, and president of Michigan State's Black Faculty Association: "With this selection for AD, President DiBiaggio has set the university back 30 years to a time of Lester Maddox, when it was inconceivable that an African American could be considered for AD position. At least when we were dealing with Bull Connor, we could see the dogs coming."

University officials vehemently

denied the racism charge. Michael G. Schechter, the chairman of the search committee, noted the diversity of the finalists and said that under Mr. DiBiaggio and Mr. Scott, Michigan State had hired a significant number of minority deans and directors.

### Qualifications Defended

Mr. Schechter, a professor of international relations, also defended Ms. Baker's qualifications, citing her national experience at the NCAA and her regional knowledge of the Big Ten Conference. She served as director of women's athletics at the University of Minnesota, a conference member, from 1982 to 1988.

In the end, many observers at Michigan State agreed, Mr. Underwood was undermined more by his ties to Mr. Perles than by his race.

With Ms. Baker, they said, Michigan State is seeking a fresh start after the clashes of the recent past. But many observers wonder whether Mr. Perles will be satisfied as just the football coach, and how he will get along with his new boss.



The American Physical Society's governing council has adopted a policy statement encouraging its members to cooperate with scientists in South Africa.

The society is the largest professional organization of physicists in the United States.

"This is a time of rapid political change in South Africa," said the statement. "Financial and social stresses on education, particularly science education, and on fundamental research put the future training of African scientists in jeopardy. The isolation of South African teachers and university faculty from external colleagues makes it even more difficult to train and maintain a core of qualified scientists. Thus, while abhorring the past extreme violations of human rights by the government of South Africa, the American Physical Society encourages interactions and collaborations between individual scientists of the United States and South Africa."

The society said the purpose of the statement was "to increase collaboration with South African scientists, both black and white, and to encourage other societies and scientists to take similar action."

According to the society, the South African Institute of Physics sponsored many programs seeking interaction with physicists in other countries, but most met with little success because of a boycott by European and American physicists.

"An academic boycott is a very different issue from the economic sanctions," said Robert Richardson, a Cornell University physics professor who helped draft the statement. "When majority rule takes place in South Africa, the minerals will still be in the ground and the economy can recover. Such is not the case for the educational enterprises. If the remaining talented scientists become so discouraged that they leave the country, they may not be replaced for several generations."

Heinrich Fink has stepped down as rector of Berlin's Humboldt University.

Although Berlin Senator Manfred Erhardt fired Mr. Fink as rector and as a professor of theology in November because he allegedly had spied on students and colleagues for the STASI, the East German secret police, from 1969 until 1989, Mr. Fink had refused to acknowledge the dismissal.

He gave up his title as rector after a Berlin administrative court rejected his and the university's claim that he could continue as rector. Mr. Fink maintained that even though he was no longer a professor, he could still function as rector. Because he had been elected rector by the Academic Senate of the university, he argued that he could be fired only by that body.

Mr. Fink said he would continue to contest his firing and to fight to disprove the charges against him.

## International



Demonstrators storm the State of Victoria's Parliament in Melbourne after a march to protest proposed changes in government financial-aid plans turned violent.

### Soaring Demand Forces Australian Universities to Turn Away Thousands of Qualified Applicants

By GEOFFREY MASLEN

MELBOURNE  
Soaring demand for higher education among young Australians has forced universities across the country to turn away thousands of qualified applicants.

The number of eligible students unable to enroll in a university in 1992 is expected to be twice the record 30,000 students who were turned away last year, and many education officials say the number could reach 65,000. After experiencing severe overcrowding in 1991, universities scaled back their enrollments for the current academic year, which began in late February.

Institutions were caught short last year when thousands more students than expected accepted offers of university admission, and those already enrolled decided to continue or complete their studies in higher numbers than had done so in previous years. The system had to accommodate an extra 23,000 students without any additional federal funds.

#### 1992 Enrollment Curtailed

From the start of the 1991 academic year, faculty members and students had to contend with overcrowded lecture halls, laboratories, and libraries. Thousands of staff members and students supported campus walkouts and other protests around the country, and faculty unions warned that they would not tolerate a repeat of the situation in 1992.

Last year, universities that had ex-

perienced overcrowding problems were given permission by the federal government to cut the number of students they enrolled for 1992 by up to 5 per cent of last year's totals. As a result, overcrowding on most campuses has been greatly eased, although students complain that facilities such as libraries continue to be stretched to their limits.

The state-by-state totals on students who were turned away are staggering. In the two biggest states—New South Wales and Victoria—more students applying for

Australia and has caused unemployment to rise to almost 11 per cent. Among 18- to 24-year-olds, the jobless rate is close to 30 per cent in some parts of rural Australia and some suburban areas. That has made it increasingly difficult for students to do part-time jobs to help them get by.

The pressures on students are starting to show. A violent confrontation with police in Melbourne last month showed how angry and frustrated students have become.

The National Union of Students has

**"An explosive situation could and should have been predicted. Instead, the government has adopted a 'Let them eat cake' approach."**

a university place were rejected this year than were accepted. Universities in those two states, which enroll about 60 per cent of the nation's total, were affected more severely by last year's crisis in overcrowding than those in other states. Only about 49,000 of the 95,000 students in New South Wales who applied to a university this year were admitted, down by almost 5,000 compared with 1991. In Victoria, universities cut overall acceptances by up to 20 per cent, and fewer than half the students who wanted to enroll were offered places.

Students also have been affected by the severe recession that continues to afflict

universities is one factor in the extraordinary increase in demand for higher education, more significant is the huge rise in the number of students completing high school. Over the past 10 years the proportion of students who start high school and complete the 12th grade has more than doubled and is now approaching 80 per cent.

#### Change in Public Attitudes

For years, Australian parents have been exhorted by the government to encourage their children to stay in school and to pursue a higher education. While those efforts have resulted in a profound change in public attitudes, they have not been accompanied by adequate increases in state and federal funds to expand the higher-education system to cope with the rising demand.

"An explosive situation could and should have been predicted," said a spokeswoman for the Union of Australian College Academics. "Instead, the government has adopted a 'Let them eat cake' approach by providing minimal expansion of the technical- and further-education system and suggesting students apply to such institutions instead of to a university."

The technical- and further-education system—the second arm of postsecondary education in Australia, known universally here by its initials, TAFE—is faced with even greater student demand than the universities. As many as 150,000 Australians who sought TAFE places this year probably will not get them.

"This is a deplorable outcome," the union spokeswoman said. "It will consign many young people to the scrap heap of unemployment."

The Australian government has promised to increase by 100,000 the number of TAFE places over the next 10 years, but faculty unions contend that will eventually put even greater pressure on higher-education institutions. As more students complete TAFE courses, more and more can be expected to seek to transfer to a university to continue their education.

Faculty unions and student organizations have met with Peter Baldwin, the Minister of Higher Education, to discuss those issues. They have called on the government to take several actions. Among them:

- Provide more money to higher education to improve the quality of programs and infrastructure, and to reduce faculty teaching loads in 1993.

- Allocate grants to universities that would meet the full cost of new student places and introduce more rigorous procedures to prevent institutions from enrolling more students than they can accommodate.

The faculty and student groups also want the government to clarify its plans and projections for enrollment growth in both TAFE and the universities.

#### Vice-Chancellors' Requests

The Australian Vice-chancellors' Committee also has urged the government to increase spending on universities to allow institutions to enroll more students. The committee called for more federal grants for campus building projects and said the government's proposed budget for higher

*Continued on Following Page*

#### COSTLY PLAN GETS MIXED REVIEWS

### Italy Seeks to Expand and Improve Academic Research, but Critics Question Capability of Public Universities

By JANE MONAHAN

ROME

Anxious to strengthen its national research capability and improve its economic competitiveness, Italy is spending some \$50-million over a two-year period to create 2,000 new jobs for researchers at the country's public universities.

While the plan is generally seen as a step in the right direction, it gets mixed reviews from observers in higher education and industry. Some critics say the creation of such jobs will not necessarily help the country improve its research capacity if all of the positions are at public universities, which are commonly criticized for their inefficiency. Many of Italy's newer, private institutions are attracting a growing share of corporate research and development grants as well as government contracts.

The structure of Italian higher education actually hinders the expansion of

research. Nearly all of the country's basic research and full-time researchers are concentrated in the public universities. Those institutions absorb the biggest share of state expenditures in research—about 40 per cent of the total—and conduct 20 per cent of all projects.

But Italy's public universities are widely viewed as being extremely wasteful. Only about 30 per cent of all students who enroll ever complete a degree. With such a poor record, critics say the public universities are not necessarily the best institutions to entrust with the future of the country's research enterprise.

#### Little Advanced Technology

Italy is still a nation that basically "transforms" existing technology and develops new applications for it while inventing little advanced technology of its own. Scholars who have studied the problem for the Ministry for Universi-

ties and Scientific and Technological Research say the world of basic academic research at the public universities is too removed from developments in the marketplace.

Many smaller, private universities are trying to change that, although not without controversy. They are taking on more and more corporate research assignments, and are educating students in response to specific needs in the economy of Italy and Europe.

In contrast to some of their state-sponsored counterparts, the private universities are considered highly efficient and productive. Their students are extremely motivated, and admission is by examination—the entrance requirement for public universities is a high-school diploma. The private institutions also charge tuition.

Annual fees are about \$6,000 per student—the highest in the country—at both Luigi Bocconi University of Commerce in Milan and the Free International University for the Advanced Study of the Social Sciences in Rome, which is known universally here as LUSS, for its initials in Italian.

The two institutions typify a new, pragmatic approach to higher education being taken by some private universities. They offer courses of study in a limited number of subjects, all of which are linked to the economy and the labor market—business administration, economics, and law among them.

#### 6-Month Projects

Of an enrollment of some 10,500 students at Bocconi, only 3 to 4 per cent drop out before completing their degree, officials say. The rate is about the same at the 3,000-student LUSS. "And the vast majority of students finish their degrees on time," says Maria Sticchi, who is the coordinator of international programs at LUSS.

Research at the private universities is almost exclusively applied work done under contract to government and industry. Ms. Sticchi says that no research project at LUSS takes more than about six months to complete. But, she quickly adds, that does not mean that such research is not of major importance.

Last year research teams at LUSS worked together on a study of the economic problems of Italy's transportation and utility monopolies, a project that was commissioned by Confindustria, the country's largest association of manufacturing companies. In addition, LUSS researchers conducted a study of all the enterprises owned and operated by the state, which was commissioned by the Ministry of Finance and later became part of an industrial-privatization proposal.

Such assignments demonstrate "the

*Continued on Following Page*



Students work at Rome's Free International University, a private institution that offers degrees only in fields that are tied to the economy.

## Italy to Spend \$50-Million to Expand and Improve Academic Research

*Continued From Preceding Page*  
professionalism of the research work done at Luiss," Ms. Sticchi says.

Fabio Matarazzo, the official responsible for universities in the Ministry of Public Instruction, criticizes institutions like Luiss and Bocconi for not providing students with a broad-based, general education, and for performing only applied research. He says many higher-education officials view the private institutions as parasitic because most of their faculty members are hired on only a part-time basis, and many are drawn from—and often simultaneously work for—Italy's public universities.

### More Competition Expected

The competition between the two sectors of higher education is expected to increase steadily. The benefits of the government's plan to increase research staffing, however, will go to the public universities.

Scholars at public universities have welcomed the spending plan, which was developed by the Ministry for Universities and Scientific and Technological Research. Faculty leaders say that in recent years many of those who earned their doctorates at Italian universities have been unable to find research or teaching jobs in their fields, and 2,000 new positions will help get such qualified candidates into the academic work force sooner.

But Mr. Matarazzo says the planned investment is not enough



Fabio Matarazzo of the Ministry of Public Instruction: "It is necessary to be much more selective."



Maria Sticchi of Rome's Free International U.: "The vast majority of students finish their degrees on time."

to close the gap that separates Italy from many other industrialized nations in research capacity. Italy currently employs 27 full-time researchers for every 10,000 inhabitants, which is below the average in almost all the other 23 member countries of the Organization for Economic Cooperation and Development. And Italy's spending on research amounts to only 1.4 per cent of its gross national product, compared to an average of 2.5 per cent in the other OECD countries. About 70 per cent of what Italy

spends on research comes from the government and the rest from private business and industry.

In addition, he says, the impact of the new jobs is likely to be held in check for a time by a one-year freeze at 1991 levels on federal spending on research in order to help reduce the country's huge budget deficit.

The freeze comes at a bad time. In 1993 the European Community—of which Italy is a member—will create a single economic market that is expected to increase

competition in industry, services, and technology.

In view of the limited resources for research this year, Mr. Matarazzo says the challenge is to concentrate on just a few areas.

### A Political Issue

"It is necessary to be much more selective to insure that the resources are used efficiently," he says. However, he adds, making such choices is a political issue at the public universities, where faculty members can be expected to

contest any decision on which departments and disciplines win increased support.

The issue threatens to revive disagreements on the campuses that date to 1990, when the government proposed allowing the state institutions to obtain external, private financing for the first time. Typically, such financing was expected to come in the form of corporate grants for research.

"Professors of philosophy and of literature stood to gain little from such financing," explains Mr. Matarazzo, while those in economics, law, mathematics, and science—subjects more closely related to the needs of Italian commerce and industry—supported the reform and stood to benefit from it.

### A Government Guarantee

Since then the government has clarified its commitment to higher education and guaranteed that it will continue to bear financial responsibility for the public universities. Any private financing a state university gets is regarded as something extra. The risk that a private company could influence the content of courses is now dismissed by both students and faculty members. However, some of the underlying faculty attitudes remain, says Mr. Matarazzo.

"Humanities professors believed the universities would be better off without such financing," he says, out of fear that it could lead to domination of their campuses by a corporate culture, or a scientific culture.

Many faculty members, he says, still hold such views.

## Dramatic Surge in Racist Attacks Prompts Foreign Students to Leave Hungarian Universities

By COLIN WOODARD

BUDAPEST

A dramatic increase in racially motivated attacks on foreigners has forced many students from Africa, Asia, and the Middle East to leave Hungarian universities and prompted some nations to consider taking action to protect their citizens here.

The Martin Luther King Association, an independent human-rights organization here, has documented more than 80 "skinhead-type" attacks on foreign students over the past year. "That's way too much," said Martin III, a spokesman for the association. "There are only 3,000 non-white students in Hungary. That means that proportionately such students

are much more likely to be attacked in Hungary than in Western European countries."

The figure includes only those incidents that were reported to the police or in which the victims were hospitalized. According to Mr. III, many incidents are never reported to the police, and in most cases the victims escape with minor injuries.

### 'They Feel Very Alone'

"How can you live if at any time—even in daytime—you can be attacked?" asked Mr. III. "If they don't see the friendship of the society, and if the police don't help them, then they feel very alone and want to leave the country."

As elsewhere in post-Communist Eastern Europe, Hungary has seen the emergence of extreme right-wing fringe groups. The majority of the skinheads are young people disillusioned by rapidly rising unemployment and falling living standards as the country makes the painful transition to a market economy. They also are angry about the influx of economic refugees from the Balkans and third-world countries. The police say that Hungary is home to an estimated 2,500 skinheads, although only a fraction of them are said to be organized.

Racial tensions in Budapest increased markedly in January after an incident in which a Nigerian student fatally stabbed his 16-year-old Hungarian assailant in a subway

station. Media coverage of the incident helped trigger 22 attacks on foreign students in 10 days. Many foreign students here stayed inside, and the police surrounded a medical-school dormitory for several days to protect its residents from reprisals.

Since then, Mr. III said, attacks on non-white students have become "a normal, daily occurrence."

Foreign students at the Budapest University of Economics wrote to Mayor Gabor Demszky to ask for protection when off the campus. "We are not able to go to the stores," they wrote. "Colored students are back in the dorms by 8 in the evening. Many are afraid that anyone could kill them at any time."

Mr. III said the situation was worse at Budapest's Technical University, which enrolls more foreign students than any other institution in Hungary.

Students from African, Arab, and Asian countries are said to be leaving Hungary in growing numbers, many of them transferring to "safer" universities in Czechoslovakia, Romania, and Russia. Some are enrolling at Egyptian universities. Others are simply dropping out and going home.

Authorities in Sudan and Yemen are reportedly considering recalling all of their students from Hungary if the attacks continue. While not confirming that report, a

spokesman for the Yemeni Embassy called the problem "very serious." A Sudanese diplomat said his government might consider such a move, but at least partly because after June 30, the Sudanese currency will no longer be convertible in Hungary. Sudanese represent the largest single nationality among foreign students here, with about 500. Yemen is second, with more than 100 students.

"We hope that these racial attacks will stop, because if this continues, we have to consider some special steps or actions," said a spokesman at the Egyptian Embassy here. He declined to specify what steps Egypt was considering, but diplomatic sources have told Mr. III's association that some Arab countries are considering suspending economic relations with Hungary to protest the attacks.

"We Really Need Some Help"

Mayor Demszky has formed a special unit within the Budapest police department to deal with the skinhead incidents. "The attitude of the police is changing quickly," said Mr. III. In the past, he said, foreign students who went to the police were often rudely turned away.

Mr. III said his all-volunteer association was working to raise the level of awareness and concern here about the issue. "But we really need some help," he said, "because we're dealing with too many problems."

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THE revolving door is spinning fast at the University of Chicago, which last week named its third provost this year.

Edward O. Laumann, dean of the division of social sciences, was named provost after a quick search by Hanna H. Gray, the university's president. He replaces Gerhard Casper, who resigned in January and was named to the presidency of Stanford University last month.

When Mr. Casper resigned, Mrs. Gray appointed Kenneth W. Dam to take over as interim provost in September, when the former Chicago law-school professor plans to retire as vice-president for law and external relations at the International Business Machines Corporation.

Before he could start at Chicago, Mr. Dam was asked to put out a fire elsewhere: He is now interim president of the United Way.

Mr. Casper said he couldn't be Chicago's provost and Stanford's president-elect at the same time. Mr. Dam couldn't get away from the United Way.

Enter Mr. Laumann, a long-time professor of sociology at the university. Last fall the National Institute of Child Health and Human Development withheld previously approved funds for a survey of sexual practices Mr. Laumann was conducting. Recent amendments to federal bills have effectively tabled another survey of adult sexual practices that he was to be involved in administering.

Mr. Laumann's appointment is effective this week.

While the press release announcing the appointment of Carol Steiker as assistant professor at Harvard Law School doesn't directly mention the continuing protest of Derrick Bell or other efforts to increase diversity on the school's faculty, it does note that Christine Desan Husson was named assistant professor last fall, and goes on to state:

"When Steiker and Husson join the faculty on July 1, women will hold 7 professorships or assistant professorships at the school (5 tenure, 2 tenure-track)."

"Of the 3 persons who have accepted tenure or tenure-track appointments for the next academic year, 2 are women. More appointments are expected."

"Of the 8 tenure-track and tenure professors whose appointments have become effective since Robert Clark was appointed dean, 2 are women."

"Women make up 28 percent of the School's full-time teaching faculty, 3 percent more than the average for ABA-approved law schools."

Some people believe in planning ahead: The University of Kansas recently announced that Andrew Debicki will become vice-chancellor for research, graduate studies, and public service on July 1, 1994.

For the two-plus years until then, Howard Mossberg will continue in the post. Mr. Debicki will take a sabbatical and return to the campus on July 1, 1993, to serve as dean of the graduate school and vice-chancellor designate.

What if you gave a press conference and nobody came? That was the case early this month when no reporters showed up to meet with Joseph Brodsky, the Nobel laureate and poet, who was visiting West Virginia University. Mr. Brodsky looked at the handful of students and faculty members who did attend and finally told them, "I would just like to say that I look forward to these meetings with the students, and I do hope some good might come out of it."

## Gazette

APPOINTMENTS, RESIGNATIONS, DEATHS, AND COMING EVENTS

Valaida S. Walker  
Temple University

Robert B. Kaiser  
Boston College



Andrei Serban  
Columbia University



Robert H. Clapp  
U. of Missouri  
at St. Louis



W. T. Greer, Jr.  
Virginia Wesleyan  
College



Jacqueline Worn  
Greenville Technical  
College

**New college and university chief executives:** Champlain College, Roger H. Perry; Community College of the Finger Lakes, Daniel T. Hayes; University of California system, Jack W. Peltason; University of Houston at Victoria, Lesta Van Der Werf Turchen; University of Texas at Austin, William H. Cunningham; Virginia Wesleyan College, William T. Greer, Jr.

## Appointments, Resignations

Levi G. Adams, associate provost and associate vice-president for biology and medicine at Brown U., to vice-president for governmental and community affairs.  
Dik E. Bawn, vice-president for graduate and continuing studies at George Fox College, to vice-president for academic affairs, effective July 1.  
Patricia A. Book, dean of the school of cancer and continuing education at U. of Alaska at Fairbanks, to associate vice-president for program development in the continuing-education division at Pennsylvania State U.  
Don Byrnes, assistant vice-president for institutional effectiveness at Houston Baptist U., to vice-president for enrollment management and legal counsel.  
Robert H. Clapp, acting director of the office of instructional services at Dartmouth College, to director of instructional services at U. of Missouri at St. Louis.

Richard J. Collins, acting provost at Kutztown U., to provost and vice-president for academic affairs.  
William H. Cunningham, president of U. of Texas at Austin, to chancellor U. of Texas System.  
Andrew Debicki, director of the center for humanities at U. of Kansas, to vice-chancellor for research, graduate studies, and public service, effective July 1, 1994.  
Paul Fulton, president and director of Sara Lee Corporation (Chicago), to dean of the business school at U. of North Carolina at Chapel Hill, effective January 1, 1994.  
David Gibson, acting dean of the school of health-related professions at U. of Medicine and Dentistry of New Jersey, to dean.  
R. Barbara Gonsale, associate provost of State U. of New York College at Oswego, to provost and professor of English at Drake U.  
William T. Greer, Jr., president of Virginia Wesleyan College, to president of Virginia Wesleyan College, effective August 1.  
Anthony T. Gwladowski, executive director of Community Counseling Services (New York), to director of institutional advancement at Newbury College.

Daniel T. Hayes, executive vice-president for educational services at South Suburban College, to president of Community College of the Finger Lakes, effective July 13.  
Larry M. Hiner, executive director of development for the health-sciences center at West Virginia U., to vice-president for development at Louisville Presbyterian Theological Seminary.  
Almeda Jaska, associate vice-president for student affairs at Clemson U., to vice-president.  
Robert B. Kaiser, former professor and chairman of journalism at U. of Nevada at Reno, to director of public affairs at Boston College.  
Robert Q. Kirby, interim provost at Texas A&M U., to provost and vice-president for academic affairs.  
Mary-Beth Krogh-Jacobsen, chair of chemistry at Pace U., to dean of the college of science at Rochester Institute of Technology.  
Matthew G. Kueper, associate vice-president for development at Hofstra U., to associate vice-chancellor for development at U. of North Carolina at Chapel Hill.

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### Gazette

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Continued From Page A49

Edward O. Laumann, dean of the social-sciences division at U. of Chicago, to provide.

Mike Lomax, vice-president for student affairs at Clemson U., to vice-president for administration and secretary to the board of trustees.

Diana Maclean, associate vice-president for student services at California State U. at Long Beach, to executive assistant to the president.

Hattie G. Magallon, associate director of admissions at U. of Bridgeport, to director of admissions at Swiss Hospitality Institute (Conn.).

Gustavo A. Mellander, chancellor of West Valley-Mission Community College District, to professor and director of the Center for Community College Education at George Mason U.

Lao Nash, vice-president for academic affairs at George Fox College, has announced his resignation, effective July 1. He will remain on the faculty as professor of history.

Nancy H. Omaha Boy, vice-president for academic affairs at Reading Community College, to director of the Teaching Excellence Center at Rutgers U. at Camden.

Helen T. Ouellette, former assistant dean for budget and operations in the school of government at Harvard U., to vice-president for administration and finance at New England Conservatory.

Jack W. Pollason, chancellor of U. of California at Irvine and former president of American Council on Education, to president of U. of California system.

Roger H. Pardy, vice-president for academic affairs and provost at Champlain College, to president.

Ronald Provost, former vice-president for academic affairs at Saint Michael's College, to president of the Boston campus of Shown Women's U. and Shown Women's Junior College (Japan).

Sally Randel, deputy director of medical development at Stanford U., to vice-president for institutional advancement at Mills College.

Virginia S. Rad, dean of the arts and director of the Davis Center at City College of City U. of New York, to provost of U. of the Arts.

Stephen A. Scott-Martin, director of the Performing Arts Center at State U. of New York College at Buffalo, to assistant vice-president for institutional advancement and executive director of alumni affairs. (This corrects an item that appeared in the March 18 issue of *The Chronicle*.)

Joseph J. Senese, professor of economics at Rutgers U., to university vice-president for academic affairs.

Andrei Seibin, director, to professor of theater arts and director of the center for theater studies at Columbia U., effective in September.

Carol Stelker, staff attorney at Washington, D.C., Public Defender Service, to assistant professor of law at Harvard U., effective July 1.

Lloyd Svendsen, president of Augustana College (S.D.), has announced his retirement, effective June 30.

Staudine Lawson Taylor, vice-president for student affairs at Western Washington U., to vice-president for student affairs at U. of Arizona, effective August 1.

Leslie Van Der Werf Turken, vice-president for academic affairs at Dakota Wesleyan U., to president of U. of Houston at Victoria, effective July 1.

Valaida S. Walker, acting vice-president for student affairs at Temple U., to vice-president.

Mary Wines-Hankins, associate professor of history at U. of Wisconsin at Milwaukee, also to director of the Center for Women's Studies.

Jacqueline Wynn, faculty member in the nursing program at Greenville Technical College, to dean of University Research Administrators, Washington. Contact: NCURA, (202) 466-3894.

Gene W. Wubbels, professor of chemistry at Grinnell College, to dean of the college and provost at Washington College (Md.).

**IN THE ASSOCIATIONS**  
 Donald O. Kassebaum, associate vice-president for institutional planning and development at Association of American Medical Colleges, to vice-president for educational research and assessment.

Henry Lewis, dean of the college of pharmacy and health sciences at Texas Southern U., has been elected president of Association of Minority Health Profession Schools.

James Williams, dean of arts at California State Polytechnic U. at Pomona, has been elected president of National Association for Ethnic Studies.

**Deaths**  
 Isaac Aizman, 72, author and former professor of biochemistry at Boston U., April 6 in New York.

Bedford Cook, 68, former professor of French at Haverford College, April 2 in Westport Point, Mass.

Teena A. Day, 45, director of the Equity Resource and Professional Development Center at U. of Maryland at College Park, April 1 in Washington.

William H. Drury, 71, former professor of ecology at College of the Atlantic and former research director of Massachusetts Audubon Society, March 26 in Bar Harbor, Me.

George A. Gay, 75, senior associate professor of New Testament and founder of the Hispanic Ministries program at Fuller Theological Seminary, March 23 in Pasadena, Cal.

Harry Greenbaum, 85, former clinical professor of psychiatry at New York U., March 25 in Boston.

Leland B. Jacobs, 85, professor emeritus of education at Teachers College of Columbia U., April 4 in Englewood, N.J.

Hyman Kavett, 70, former professor of education at College of Staten Island, March 29 in Elizabeth, N.J.

Hugh T. Kain, Jr., 83, professor emeritus of theology at Princeton Theological Seminary, March 27 in Princeton, N.J.

Joy McClinton, 63, associate professor of speech at Pensacola Junior College, March 23 in Pensacola, Fla.

Ernest E. Mills, 67, former professor of mechanical engineering at Northeastern U., March 29 in Sherborn, Mass.

Lawrence Olson, 73, former professor of history at Wesleyan U., March 17 in Washington.

Mildred E. Ozwalt, 87, former professor of home economics at Indiana U. of Pennsylvania, March 30 in Mitchellville, Md.

Thomas R. Pazzulo, 49, vice-president for development and public relations at Rhode Island College, March 16 in Providence, R.I.

John M. Tion, 52, director of the Strategic Materials Research and Development Laboratory at U. of Texas at Austin, March 24 in Austin, Tex.

**Coming Events**  
 A symbol (a) marks items that have not appeared in previous issues of *The Chronicle*.

**APRIL**  
 19-24: Admissions and records. Annual meeting, American Association of College Registrars and Admission Officers, Loew's Anatole Hotel, Dallas. Contact: Stephen Twenge, (214) 659-5225.

20-21: Philosophy. "Science, Technology, and Values," conference, Society for Indian Philosophy and Religion, Elan College, Elan College, N.C. Contact: Chandana Chakrabarti, Campus Box 2236, Elan College, N.C. 27244.

20-23: Computers. International conference on computer languages, Association for Computing Machinery and other sponsors, San Francisco. Contact: Mario R. Barbacci, (412) 268-7704.

21: Philosophy. "Marxism and the Natural Sciences," symposium, Boston University, Boston. Contact: Robert S. Cohen, Center for Philosophy and History of Science, Boston University, Boston 02215.

22: Technology. "Educational Technology and Interactive Strategies," videoconference, George Washington University. Contact: Braden Kuhlman, (800) 476-5001.

22-24: Research administration. "Fundamentals of Sponsored-Project Administration, training program, National Council of University Research Administrators, Washington. Contact: NCURA, (202) 466-3894.

23-24: Alumni. "Managing a Small Alumni Office," workshop, Council for Advancement and Support of Education, Hyatt Regency Hotel, Savannah, Ga. Contact: CASE, Suite 400, 11 Dupont Circle, Washington 20036; (202) 328-5900.

23-24: Community service. "Experience the Power: National Service Learning Conference," National Youth Leadership Council and Project Service Leadership, Everett Pacific Hotel, Everett, Wash. Contact: (206) 232-7197, or (612) 431-3674.

23-24: Environment. "When the Landfill Becomes a Landfill," international conference, California State Polytechnic University, Pomona, Cal. Contact: Landfill Conference, California State Polytechnic University, 3801 West Temple Avenue, Pomona, Cal. 91768; (714) 869-4449, fax (714) 869-2293.

23-24: Higher education. Deans' seminar, Council of Colleges of Arts and Sciences, Doubletree Hotel, Albuquerque, N.M. Contact: Richard J. Hopkins, Executive Director, ccas, Ohio State University, 186 University Hall, 230 North Oval Mall, Columbus, Ohio 43210-1319; (614) 292-6882.

23-24: Institutional advancement. "Strategies for Effective Community Relations," workshop, Council for Advancement and Support of Education, Wyndham Harbour Island, Tampa, Fla. Contact: CASE, Suite 400, 11 Dupont Circle, Washington 20036; (202) 328-5900.

23-25: Learning. "Year of the Renaissance: The Revivification of Learning," conference, Cameron University, Lawton, Okla. Contact: Jack Bowman, Year of the Renaissance, Cameron University, 2800 West Gore Boulevard, Lawton, Okla. 73505-6377, (405) 581-2442.

23-25: Legal studies. "Beyond Our Borders: Global Themes in Legal Studies," annual international conference, American Bar Association's Commission on College and University Nonprofessional Legal Studies, Rye Town Hilton Hotel, Rye, N.Y. Contact: John Paul Ryan, ABA Commission on College and University Nonprofessional Legal Studies, 541 North Fairbanks Court, Chicago 60611-3314.

23-25: Multicultural issues. "Multicultural Team Building and Strategic Planning Institute," Lenoir-Rhyne College, Orlan, Fla. Contact: Jackie Brown, (704) 328-7353 or (704) 327-2957, or (800) 869-1794.

23-25: Students. Annual conference, National Organization of Student Assistance Programs and Partners, Cityfront Center Sheraton Hotel, Chicago. Contact: NUSAPP, Suite 106, 4700 Walnut Street, Boulder, Colo. 80501; (800) 973-6636.

23-25: Visual studies. "Visual Culture: Film, Photography, History," international conference, University of Wisconsin-Milwaukee. Contact: Kathleen Westwood, Director, Center for Twentieth Century Studies, University of Wisconsin, P.O. Box 413, Milwaukee 53201; (414) 229-4141, fax (414) 229-5964.

23-25: William Inge. "The Psychological and Social Issues in the Plays and Works of William Inge and His Contemporaries," annual William Inge Festival and Conference, Independence Community College and other sponsors, Independence, Kan. Contact: Jill Warford, Artistic Director, William Inge Festival XI, Independence Community College, P.O. Box 708, Independence, Kan. 67301-0708.

24: Alumni. "Case Study of a Gold Medal Alumni Relations Program," workshop, Council for Advancement and Support of Education, University of Iowa, Iowa City. Contact: CASE, 11 Dupont Circle, Washington 20036; (202) 328-5900.

24: Freshman-year experience. "Freshman-Year Experience Seminar," University of South Carolina and other sponsors, Detroit. Contact: Freshman Year Experience Conferences, University 101, University of South Carolina, 1728 College Street, Columbia, S.C. 29208; (803) 777-0225.

24-25: American studies. "Multiculturalism and the Americas," annual spring conference, New England American Studies Association, Boston. Contact: Lois Rudnick, American Studies Program, University of Massachusetts, Harbor Campus, Boston 02125.

24-25: Computers. "Byte-Size Solutions for the 90's," seminar, National Association of College and University Food Services, Fort Collins, Colo. Contact: NACFS, 1405 South Harrison Road, Manly Miles Building, Michigan State University, East Lansing, Mich. 48824.

24-25: Interdisciplinary studies. "Old Worlds in the New World," interdisciplinary conference on the encounter of Africa and Europe in the Americas, Helian Institute for Cultural and Scientific Research and University of the District of Columbia, Washington. Contact: Marc A. Christophe, Department of Foreign Languages, University of the District of Columbia, Room MB-104, 420 Connecticut Avenue, N.W., Washington 20008.

24-25: Minorities. "Race, Class, Color, and Nationality: The African American Search for Identity," Philadelphia. Contact: Temple University, Center for African American History and Culture, Weiss Hall, 13th and Cecil B. Moore Avenue, Philadelphia 19122; (215) 767-4851.

24-25: Philosophy. "Stigma Well and the Concept of a Person," meeting, American Well Society, Mount St. Mary's College, Los Angeles. Contact: Eric O. Spragg, Department of Philosophy and Religion, Illinois College, Jacksonville, Ill. 62650.

24-25: Political science. Annual meeting, New York State Political Science Association, Buffalo, N.Y. Contact: Nancy E. McGlen, Department of Political Science, Niagara University, Niagara University, N.Y. 14109; (716) 285-1212, ext. 322 or Robert Helmen, Division of Social Science, Alfred University, Box 543, Alfred, N.Y. 14002; (607) 871-2870.

### WORKSHOPS, CALLS FOR PAPERS

## Enhancing Minority Attainment II

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